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ABSTRACT

The report for the 8-county West Virginia Multi-Purpose Center for Curriculum Improvement, funded under Title III of the Elementary and Secondary Education Act, represents a comprehensive evaluation of the numerous activities with which the center was involved. The first section of the document presents general characteristics of the project area, along with a description of the project, participants, administration, cooperating organizations, and supporting services. The second major section contains objectives of the Curriculum Improvement Center, the evaluation model used, the rationale for classifying activities, the evaluation instruments used, the personal interviews conducted, and a questionnaire utilized to collect data. The third section presents analysis of data and a summary of findings. It was concluded that the overall attitude toward the center's role in bringing change to Region II schools was favorable. Five appendices are included. (AL)

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THE MULTI-PURPOSE CENTER FOR CURRICULUM IMPROVEMENT

END OF PROJECT REPORT

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January, 1970

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PREFACE

This study was supported through Title III, Elementary and Secondary Education Act, 1965. This study is the End of Project Report of the Multi-Purpose Center for Curriculum Improvement in Region II, West Virginia. The Center is an E.S.E.A., Title III, PACE Center.

The members of the evaluation team were: Jean A. Peltonen, Donald L. Alexander, Wilson I. Gautier, Laddie R. Bell, Peter J. Wholley (Ass't Project Director), Donna L. Isner (Secretary), and David A. Puzzuoli (Project Director).

A special note of appreciation is extended to Dr. James Moler, Multi-Purpose Center for Curriculum Improvement, for his cooperation and assistance in implementing this study. In addition, the evaluation team wishes to express a sincere thank you to the Center's curriculum specialists for the generous contribution of their time and effort in providing background information to this study.

Without the total cooperation and interest exhibited by the following eight county superintendents, this study could not have been successfully completed. They are: Raymond Dispanent (Berkeley County), Cread Sions (Grant County), Bernard Hughes (Hampshire County), Gary Smith (Hardy County), Theodore Lowery (Jefferson County), S. T. McGee (Mineral County), J. Kenneth Frye (Morgan County), and Walter Schwarz (Pendleton County).

D.A.P.
P.J.W.

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AN OVERVIEW

The provision of funds by the United States government, specifically for the purpose of effecting curriculum improvements in the schools, was initiated under Title III of the Elementary and Secondary Education Act of 1965. However, significant interest on the part of the Federal government in the status of the school curricula has been in evidence since the latter portion of the nineteenth century.

The _Report of the Committee of Ten_, published in 1893, was clearly indicative of a concern on the part of the national government with secondary school curricula and its lack of recognition of objectives beyond preparing students to pass college entrance examinations. This was followed in 1895 by a second noteworthy effort, the _Report of the Committee of Fifteen_, which reflected concern for the accumulated findings of research studies in the area of elementary education, teacher training programs, and organizational patterns of city school systems. In 1911 and 1912, the recommendations of the _Committee of Nine_ resulted in increased federal efforts to make well planned secondary curricula acceptable in terms of satisfying college entrance requirements, and in the formation of a Commission of the Reorganization of Secondary Education.[1]

In view of this early emphasis on the part of the federal government in obtaining concrete information relevant to the current status of public schools, it is not incongruent that adequate evaluation has become a standard specification in all of today's federally funded programs.

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[1] Chris A. De Young, _American Education_ (New York: McGraw-Hill Book Company, 1960), pp. 287-288.

A recent issue of the Washington Monitor has expressed the "typical" reaction to Title III (PACE) evaluation reports as follows:

> One comes away from reading Title III evaluation sections rather certain that (a) evaluation means very little in project plans, (b) little thought has been given to what constitutes success -- at least behaviorally -- in these projects, and (c) few of them had the benefit of much attention from research men.[2]

The term "evaluation" or some one of its equivalents will always be found clearly evident within the confines of any educational-improvement design one chooses to consider. Moughamian would appear to have aptly expressed the rationale for such universal acceptance of the need for evaluation procedures when he stated:

> The measurement of change presents a problem that is of primary significance in education. Without a reliable estimate of the degree of change characterizing a student's or group's performance, valid appraisals of methods of instruction, of materials used in instruction and of other variables influencing achievement cannot be made.[3]

In the evaluation of the Multi-Purpose Center for Curriculum Improvement, as in the evaluation of the effectiveness of any agency established to effect social or institutional change, it is essential to begin with both a clear operational definition of the goals as worthy and valid. To this degree, the research team translated the global generalizations expressed as Center objectives into quasi-behavioral terms for the purposes of evaluation.

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[2] Washington Monitor, "Education USA", January 20, 1969, p. 113.

[3] Henry Moughamian, "General Overview of Trends in Testing," Review of Educational Research, February, 1965, 5:5-16.

In the words of Davis, in Planning Human Resource Development, "The goals themselves are not set up or evaluated by any objective criteria, but are taken as given."[4] Brackenbury, in seeking to explain the absence of any clear, objective criteria against which educational goals can be evaluated has noted that:

> The schools have been selected to be the very battleground upon which various social issues, such as civil rights and the separation of church and state, will be fought. The educator finds himself in the eye of a cultural hurricane...In such a predicament the educator often feels compelled to make decisions that should have been made by the public. For if the public has not reached a concensus and if curricular decisions must be made, what can the educator do but use his own best judgement and proceed.[5]

Assuming that it is the responsibility of professional educators to exert leadership in the assessment of needs and the determination of the direction which curricular change should take, attention must be turned next towards the inevitable question: "How does one effect changes in a manner which is both effective and expedient?" Sand and Myers, in discussing the need for efficient "strategy for change", have observed that "for years the professional journals and the popular press have been bemoaning the fact that it takes 50 years for new knowledge in the form of an idea or a technique to become an accepted part of everyday classroom practice."[6] Since this Project was exemplary and initiated in rural Appalachia, resistance to change was encountered in its early stages of development. As the Project gained momentum and the community gained confidence in it, the original barriers began to deteriorate.

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[4] Russell G. Davis, Planning Human Resource Development (Chicago: Rand McNally & Company, p. 24.

[5] Robert L. Brackenbury, "Guidelines to Help Schools Formulate and Validate Objectives," Rational Planning in Curriculum and Instruction (Washington, D.C.: National Education Association, 1967), pp. 102-103.

[6] Ole Sand and Donald Myers, "Creating Productive Dialogue: Research, Discussion, and Rationale," Rational Planning in Curriculum and Instruction (Washington, D.C.: National Education Association, 1967), p. 57.

In an age of increasing specialization, it has become apparent to more and more professional educators that the same personnel who have been operating the classrooms and attended to the general administrative and supervisory duties within the nation's essentially "self-contained" local school systems are not always adequately equipped in terms of training and time to provide the aid necessary for converting ideas to practices. As Gill has recently stated:

> The superintendent is not expected to have curriculum expertise but is expected to follow some consistent procedures in making decisions about the curriculum. He sets the tone, or creates the atmosphere, in which differences are respected highly and a willingness to change is apparent. Curriculum change is not an assessment by press and community, followed by an announced decision to 'Go ahead' with some innovation.[7]

The Multi-Purpose Center would have been ineffective with respect to curriculum modifications if not for the approval and assistance given to it by the administrative hierarchy in each of the eight counties comprising Region II.

Griffiths has expressed the following opinion for operationalizing educational innovation in the classroom:

> Many of the problems confronting superintendents would be alleviated if there were close working relationships between public schools and the universities. Basic research done in the universities, tested in specially developed experimental schools, and disseminated by 'county-agent' type

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[7] Margaret Gill, Planning and Organizing for Improved Instruction (in Curriculum Handbook for School Administrators, Forrest O'Connor and William Ellena (ed) (Washington, D.C.: American Association for School Administrators, 1967), p. 315.

> educational workers to all of the schools with feedback to the universities is an ideal towards which all should be striving.[8]

An equal concern with the need for drawing upon the vast scope of current knowledge relevant to curriculum improvement has been expressed by Shafer and Mackenzie; they have stated: "instructional leaders with varying areas of specialization who together constitute a team are required for today's educational program and for the needs of today's teachers with regard to the program."[9]

In light of such increasing concern on the part of American educators for securing the services of knowledgeable and capable experts in all of the many separate areas of educational endeavor, Heald and Moore have ventured to predict that:

> Specialists may come to be seen as prima donnas in the public school system. They have obvious and often narrow vested interests. However, systems which lack this professional component representing the several disciplines also lack the necessary vigor of interchange among disciplines and grade levels which enables wiser decisions to be made for the curriculum of whole school systems.[10]

Utilization of specialists' talents has become an integral part of the many and various federally funded programs. The means whereby the Curriculum Improvement Center sought to accomplish its objectives was through the professional services of curriculum experts, who, by virtue of their training and previous experience, were deemed qualified to provide needed aid to school personnel in Region II in specific areas of specialization.

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[8] Daniel E. Griffiths, The School Superintendent (New York: The Center for Applied Research in Education, Inc., 1966), p. 105.

[9] Harold T. Shafer and Gordon N. Mackenzie, "Securing Competent Instructional Leaders" Role of Supervisor and Curriculum Director in a Climate of Change, Robert R. Leeper, ed. (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), p. 85.

[10] James E. Heald and Samuel A. Moore, The Teacher and Administrative Relationships in School Systems (New York: The MacMillan Company, 1968), p. 226.

Although professional expertise is oftentimes available, local educational authorities throughout Appalachia have been unable to take advantage of curriculum technicians because of financial limitations. Until recently, and except in specific areas, federal funds were not allocated for education on any grandiose scale. Congress, in an attempt to upgrade the quality of American education, recently passed two major acts; they are: (1) National Defense Education Act (N.D.E.A.) of 1958 and (2) the Elementary and Secondary Education Act (E.S.E.A.) of 1965. These Acts have resulted in over three billion dollars being appropriated for education. This hallmark legislation provided education with a new source of energy.

Typical of the federal government's approach to funded projects is Title III of the Elementary and Secondary Education Act. Title III projects were specifically designed to translate educational research into practice at the grassroots level. The following guidelines were established:

1. encouraging flexibility, innovation, and experimentation throughout the educational establishment;
2. providing better services than are now available; and
3. supplementing existing educational programs and facilities.[11]

The Multi-Purpose Center for Curriculum Improvement, funded from Title III appropriated funds adhered to such advice. These three points were stressed in the proposal and operation of the Center. For the first time, Region II school systems were to engage in cooperative efforts in initiating curricula reform and renovation on a large scale aided by the services of Center specialists. Thus, needed assistance in a culturally and economically depressed area came to be realized due to federal dollars.

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[11] Anthony Polemeni, "A Study of the Status of Title III Projects," Phi Delta Kappan, 51:1 (September, 1969), p. 43.

AN INTRODUCTION TO THE CENTER

In November, 1965, a proposal for federal funding under Title III, Elementary and Secondary Education Act, 1965, was submitted to the United States Office of Education by eight West Virginia school boards of education and the authorized representative and Project Director from Shepherd College, Shepherdstown, West Virginia. From this location, the Projects were managed and administered. The eight counties to be served by the Project constitute Region II, West Virginia; they are: Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan, and Pendleton.

Funding was requested for the specific purpose of establishing a PACE (Projects to Advance Creativity in Education) Center. The Center would function to both stimulate and provide the many necessary services required to effect curriculum and instructional improvement throughout Region II. Initial funding was obtained to meet the estimated expenses for the first period of operation extending from January 1, 1966, through June 30, 1966, and two subsequent continuation grants were successfully accepted extending the period of operation to April 15, 1969.

Demographic Characteristics of Region II

Approximately 120,600 citizens inhabit 3,490 square miles[12] of mountainous terrain in Region II. This data indicates a population density of approximately 35 persons per square mile. Characteristically, 79.5 per cent of the population dwell, for the most part, in non-farming rural hamlets and villages; approximately 20.5 per cent abide in small urban communities of greater than 2,500.[13] The area is typical of Appalachia in terms of population density and community size.

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[12] See Appendix A.

A limited amount of small scale industry is present in the few urban areas which exist, although no large scale manufacturing/ industrial complexes are to be found. Lack of large scale industry, the almost complete absence of major roadways, and the difficult mountain terrain appears to account for an average median family income of $3,448. The average median family income compares unfavorably to both the State and National averages, being 75 per cent of the former and only 61 per cent of the latter.[14]

As one may expect from the data provided on family income and lack of industry, the educational achievement of the population is congruently low. Less than a nineth grade education was the norm for this eight county region in 1960; whereas, the national average, at that time, was beyond the tenth grade. A meager 24.2 per cent of the citizens have completed high school as opposed to nearly double that figure (41.1 per cent) representing the National average.

The average Current Expenditure per pupil in the eight county area at the time of the Project's original funding was $345.08. The National average, for the same period, was an additional $157.92. Or, to express this figure more meaningfully, the eight county mean was 68.8 per cent of the national mean.[15]

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[13] From the original proposal entitled "A Multi-Purpose Center for Curriculum Improvement in Region II, West Virginia" submitted to the U.S. Office of Education in 1965.

[14] United States Bureau of Census, Eighteenth Census of the U.S.: 1960. Characteristics of the Population, Vol. I (Washington, Government Printing Office, 1961). Reprinted in County and City Data Book 1967: A Statistical Abstract Supplement. (U.S. Government Printing Office, Washington, D.C., 1967), Table I, p. 3; Table 2, pp. 403, 413.

On the basis of the above educational statistics and the general state of affairs previously elaborated upon in the eight county region, one may reasonably conclude that supplementary aid was and still is necessary in the Region in order to place the children, the future generation of the Region, in a more competitive position for State and National employment and development.

Description of the Project

The Multi-Purpose Center for Curriculum Improvement was conceived by West Virginia educators to ameliorate the educational deficiencies identified in Region II. Typically, small rural school districts are unable to consistently maintain national standards or profit from innovations in education because of limited resources (both human and material). A very real constriction to progress is the absence of appropriate materials and professional assistance needed to enrich programs in education.

Government funding of this Project provided the money necessary for obtaining curriculum specialists, guidance and special activities persons, professional consultants, resources, administrative personnel, and supporting services to stimulate educational reform. Such persons and equipment were utilized to elevate the standards of education within the Region such that teacher and pupil, administrator and lay person, would be the primary benefactors.

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[15] See Appendix B.

From the Shepherdstown based Center, curriculum experts, aided on occasion by "external" professionals, began the difficult task of implementing educational improvements. Initially they worked with supervisory and administrative personnel located at county boards of education offices to operationalize the Project. Subsequently, they interacted with principals and teachers in each of the local school systems to make short-term and long- range educational gains and to motivate the schools from apathy to action. The Center promoted leadership, encouraged cooperation, and rendered assistance for re-organization of local educational systems.

A wide variety of methods/techniques were developed and implemented by the Center in attaining its expressed objectives. This diversity accounts, in large measure, for the Program's flexibility and cooperative working relationships established by the Center's specialists in their attempts to implement many and various innovative ideas at all levels within the school's organizational hierarchy.

The organization of discipline area and administrative committees allowed a mutual exchange of ideas and coordination of efforts to occur on a county-wide basis. Regional planning was the single, most often cited, change expressed by clients of the Center. Closely allied to this in degree of success were workshops, seminars, institutes, and other alternate forms of inservice training designed to instruct the professional staffs on the process of implementing change.

The rationale was to implement projects which could be carried out constructively and continued for an extended period of time. Guided on-site visitations, with selected educators from the Region, were made to stimulate an awareness of pilot programs in operation both in and out-of-state with possible adoption in Region II schools as the goal.

Surveys of existing local school facilities and equipment were made by the Center staff with subsequent recommendations outlined. Standardized tests were given to school children within the eight county area and the results interpreted for local school systems. Publications appropriate to indentified supervisory problems and/or curricula problem areas were designed by one or more Center specialists and circulated to a specialized audience. Within the Region, e.g. the art newsletter was distributed to art teachers. Information of a more general nature, i.e., the Educational Bulletin, was developed through a joint effort of the Center staff and disseminated to all school personnel and interested members of the lay community.

Public relations occurred mainly through individual presentations by one or more specialists on the function of the Center and its relationship to the Region at Parent-Teacher Association meetings. Meetings with school personnel exclusively were implemented to achieve that same singular goal.

Another function of the Center was the provision of specialists to instruct graduate extension courses sponsored by West Virginia University and conducted on the campus of Shepherd College. This program was designed for teachers and supervisors who were unable to travel over long distances for classes in subject area methodology, supervision, and administration, and general curriculum.[16]

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[16] For a more exhaustive description of the Center's services, see the breakdown of reported activities by area, objective, level, and category found in Appendix C.

The Project appeared, prima facie, to be unusually comprehensive in assessing, assisting, and fulfilling the manifold educational needs for which it was designed.

Participants

All elementary and secondary school children, teachers, and administrators were affected in some manner by the Center's activity whether in public or non-public schools. There were only two Parochial schools within the eight county area at the time of this study. Of the total net pupil enrollment of 28,813 at the time of the Project's initial funding, only 1.7 per cent were non-public. That same percentage, 1.7 per cent, holds for the relationship of non-public instructional personnel to public instructional personnel. The combined instructional personnel data provides a total of 1,170. Administrating the public and non-public schools in the area were 96 professional persons. Thus, a grand total of 30, 079 school children, instructors, and administrators were to be in some way influenced by the Project.[17]

To work directly with each child in each school within the Region was a logistical impossibility. Therefore, assistance and consultation was dispatched on a voluntary basis to classroom teachers through their principals.

Local school administrators and supervisors were an integral part of the planning and operation phases of the Project. For, without their full cooperation the Center, the Project, would have been doomed to failure.

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[17] See Appendix B, and the Fifty-Third Report of the State Superintendent of the Free Schools of the State of West Virginia, Vol. II. (Charleston: West Virginia State Department of Education, 1967).

Administration

The Center was managed through a central Board of Control composed of an elected chairman and chief financial officer; the eight county superintendents; the Assistant State Superintendent of Schools for Instruction; the President of Shepherd College; and an executive secretary to the Board and Project Coordinator, this distinction will become important later.

Periodic monthly meetings were established by the Board to assess the current status of the Project, solve administrative problems, suggest future courses of action, and formulate policy. Minutes of the meetings were recorded and final copies mimeographed pending acceptance by the Board. Superintendent attendance was excellent at the Board of Control meetings; therefore, information concerning the Project's activities was constantly in the process of being updated. Such a method of operation prevented an information gap amongst superintendents and their constituencies, as each superintendent had, knowledge of the Center's activities in his County and the remaining seven counties.

Moreover, the status of the Project was known by the West Virginia State Department of Education. In addition to the Assistant State Superintendent's membership on the Board of Control, the Director held a part-time position with the State Department of Education. For this reason and due to the nature of the Project funding (it was being financed through the federal government, with requests for money agreed upon through the State), an extremely close and fruitful association developed between the two agencies.

While the emphasis has been upon the Board of Control, the Center's uniqueness lies in the pronounced reduction of administrative costs so unlike the vast majority of similar federally sponsored projects where a major portion of funds are budgeted for professional administrators and a supporting cabinet. No full-time director was employed by the Center. Heading this Project was a coordinator, not director, maintaining a part-time appointment. Closely allied to the coordinator in administrating the Project was a manager who fulfilled an additional role, that of a specialist. Such managerial creativity allowed for smooth and immediate transmission and feedback of information through the segments of the organization. Furthermore, the practicality of such an approach resulted in greatly reducing administrative costs as funds normally devoted to a director or series of directors were available for other non-administrative endeavors, particularly those in the field. "Maximum mileage" was obtained from a "minimal amount of money."

A similar situation was present in the Board of Control, since the coordinator also acted as Executive Secretary to the Board. Moreover, Center specialists oftentimes participated in Board meetings. Therefore, knowledge of specialist activities was available to the Board, and reciprocally, Board proceedings were available to the specialists.

Cooperating Organizations

As previously stated, a working relationship existed between the State Department of Education and the Curriculum Improvement Center. Initial contact occurred when Department of Education officials assisted the administrative and specialist staff of the Project in planning and developing the proposal to be submitted to the federal government.

Specifically, they (Department of Education personnel) evaluated Region II needs, outlined practical and possible solutions, and explained technical, legal, and financial aspects of funding as a consequence of government and state regulations. To repeat, according to the proposal, provision was made for the services of one Department of Education official on the Board of Control. A second position on the Board was held by the Department of Education by chance, the Project Director and executive secretary for reasons stated above. During the period of operationization, contact between the two agencies accelerated into a very harmonious and productive arrangement.

The trend toward regionalization and the beginnings of realizing the ideal State Comprehensive Education Program in the eight county area galvanized the agencies into mutual action. Certainly, in attaining Project Objective III, Aid in Coordinating Federally Funded Programs, the State Department of Education assistance was particularly valuable and insightful. In addition to planning expertise, the talents of State Department specialists in curriculum areas were utilized to enrich in-service experiences and other correlated activities. In fact, the work of one complemented that of the other.

Both Shepherd College and West Virginia University were two institutions of higher learning that contributed to the functioning of the Center. Under the auspices of Shepherd College and through its President, and with the sanction of the College's administrative council, housing accommodations and utilities were furnished to the Center as a public service to the surrounding area. Full privilege of College facilities was accorded the Center by payment of a general service fee. On occasion, members of the

College's professional faculty were recruited as consultants and outside authorities for inservice training. In that same capacity, the professorial services of West Virginia University's faculty were secured. Particularly noteworthy here were efforts extended in fine arts, mathematics, history, and language arts. Services from many other West Virginia schools and colleges were obtained, but not with the frequency or intensity of the two spotlighted.

Out-of-state institutions of higher education, state departments of education, and national professional associations were selected for Center-sponsored and directed activities. What follows is an illustration of the three categories of consultants.

A noted educational authority from the University of Michigan lectured to reading and language arts personnel on a practical approach to language arts instruction in the schools. "Teaching Essential Skills in the Primary Curriculum" was the subject of a lecture given by the State Supervisor of Reading from the Maryland State Department of Education at the Third Annual Reading Institute, a workshop organized by Center specialists. At the Region II Elementary Principals Meeting, assistant to the executive director of the Department of Elementary School Principals, a section of the National Education Association, spoke on the services provided by that section of the N.E.A. relating to decision-making in the elementary school. While not to overshadow the efforts of West Virginia educators, a wide array of speakers from outside the State have given Region II school personnel an unusually wide range of information on contemporary issues in education.

Center Specialists

While organizations and individuals from both in and out-of-state contributed to the Center's effectiveness, the major agent utilized in implementing the Project was the professional services of the curriculum and subject area specialists. These personnel met regularly with administrators and teachers in each of the eight counties to plan and operationalize innovative programs. They, along with the Board of Control and the adult population, shared the responsibility for the success or failure of the Project.

When the Project was initially funded, only six specialists could be obtained. They were in the following areas: guidance (1), special projects (1), communication skills (2), and curriculum planning and instruction (2, (one at the elementary level and one at the secondary level). The six were highly qualified and professionally prepared; a lack of formal degrees was more than compensated for by the amount of experience each brought to the Project. Five of the original six had had formal educational experiences beyond the Master's Degree. The more outstanding accomplishments of this group were in regional planning, various forms of inservice training, and the development of language guides (one for the primary grades and the second for the secondary schools in Region II). Pilot projects were in evidence at five high schools. Curriculum development was being carried out in many schools and the attitude toward change appeared positive.

At the beginning, the major weakness was an over reliance of the Center on outside aid. Since only six discipline areas were covered, gaps in other curricular areas were present. The problem was solved as the Project gained momentum and reputation. Four new specialists were added to the original group. These new additions were in fine arts, special education, mathematics, and audio-visual education. A specialist in social studies was not obtained during the original three year period under study. However, this absence was compensated for by knowledgeable persons employed by the Center as consultants and by certain of the specialists.

Once the services of a permanent specialist were obtained in fine arts, the impact was identified in a general overall improvement in that same area throughout most of the eight counties. This accomplishment was attained by buttressing existing fine arts programs, establishment of several regional art committees, and developing guidelines for county school systems through in-service meetings and demonstrations.

An increase in the number of staff meant an increase in the productivity and impact of the Center. Regional planning increased as did the depth and breadth of the in-service experiences through workshops, seminars, institutes, and discussions. Local subject area committees were organized and assisted by appropriate Center specialists within a specific area. As a consequence, teachers were becoming involved in curriculum planning and, more importantly, decision-making. Field trips and visitations to model schools with pilot programs were evermore in evidence. Advancements such as flexible scheduling coupled with an awakened desire by principals to experiment with new programs, i.e., team teaching and non-gradedness, gave further testimony to the Center's efficiency.

This cursory sketch of some outstanding initial highlights, which were broadened in the later years of the Center's history, is an illustrative example of aid to previously underdeveloped curricular areas. For a more comprehensive picture of the amount and scope of activities pursued by Center specialists over the three year period, refer to the taxonomy found in Appendix C.

In reviewing the Center's history, attention has been drawn to striking features of the earlier and later periods. A distinction made solely on the number of permanent specialists employed by the Project. The earlier period had six while the later added four more to the original group.

In comparing the later period with that of the earlier, two basic generalizations can be made: (1) the increase in number of specialists was proportional to an increasing amount of related educational activities in the Region; and (2) an increase in the number of specialists meant a greater diversity of offerings.

Generalization 1 appears self-explanatory. Generalization 2 indicates that learning experiences for Region II educators were now available where previously there were not. Especially in the four subject areas (fine arts, mathematics, special education, and audio-visual education) where specialists were added in the later period. This generalization implies that time and resources previously devoted by other specialists to cover the four additions was not allotted expressly in their area. Moreover, the number of consultants contracted especially for the four new areas was reduced since the permanent specialist provided many of the services that heretofore had been provided by the original six with outside aid. As another consequence monies were available for other activities. In summary, the vacuum created by an absence of Center specialists was filled when permanent professional services were secured.

Supporting Services

In order to facilitate the operation and administration of the Project, the supporting services of professionals and non-professionals were required. Assisting the Board of Control chairman at the Berkeley County Board of Education office was a professional fiscal supervisor charged with the responsibility of keeping the Curriculum Improvement Center's budget within the regulations set forth by the West Virginia Board of School Finance. Also, aiding the chief fiscal agent was a part-time secretary. The Project Coordinator, located at Shepherd College, utilized the services of a professional fiscal supervisor working in close cooperation with her counterpart at the Berkeley County Board of Education office on extended time and, on a full-time basis, a administrative secretary. Two non-professional steno-typists worked full-time while a series of clerks assisted the Center specialists on an extended time basis. To supplement specialist services, consultants were contracted on a daily basis for inservice training and correlated activities.

Materials and Supplies

In order to furnish the building provided to the Center specialists and their supporting personnel by Shepherd College, it was necessary to purchase office equipment (chairs, desks, tables, etc.) and related supplies.

The Center, after paying a rental fee to Shepherd College, had the utilization of all its service equipment when not in use by the College. This included facilities ranging from duplicating machines and offset presses to the College postal service. Telephone extensions were hooked into the greater College system. For this, an additional rental rate was charged. For expediency a mimeograph machine was eventually purchased by and housed at Center headquarters. While some audio-visual equipment was available because of the general service charge, the majority of items, i.e., overhead projector, slide projector, etc., were bought by the Center for use in Project directed activities. As a general rule, both the Center and a given school system, shared equally the costs of materials necessitated in implementing an innovation. Demonstration materials, when not available through loan or rent, were purchased discriminately for inservice and other specialized activities. Special projects, i.e., the Cultural Up-Life Science Seminar and the Laboratory in Communication Skills, used materials bought by the Center and demanded by the nature of the activity.

STRATEGY FOR EVALUATION

Public law 89-10 expressly requires that applicants for E.S.E.A. Title III funding:

> ...provide for making an annual report and such other reports, in such form and containing such information, as the commissioner may reasonably require and carry out his functions under this title and to determine the extent to which funds provided under this Title have been effective in improving the educational opportunities of persons in the area served.[18]

Through this federal charge, the Board of Control of the Multi-Purpose Curriculum Improvement Center contracted Educational Research and Field Services, West Virginia University, to conduct a Product Evaluation of the Center. The definition of Product Evaluation utilized within this study is: (1) an analysis of results and (2) subsequent summary of findings, exclusive of any recommendations which are typical of most action research projects.

Educational Research and Field Services, West Virginia University, prepared and submitted a proposal for evaluating the Multi-Purpose Curriculum Improvement Center. Subsequently, the Board of Control accepted the proposal and authorized its implementation. The Product Evaluation implemented in this study had the following goals:

1. To ascertain the degree to which the Multi-Purpose Curriculum Improvement Center successfully fulfilled its stated objectives,
2. To evaluate the impact of the Center upon local educational agencies of the service area, and

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[18] Public Law 89-10: The Elementary and Secondary Act of 1965.

3. To determine the utilization of the Multi-Purpose Curriculum Improvement Center by its clients.

The Product Evaluation was operationalized through four basic phases. The phases of the study are as follows:

1. An investigation of the services, published materials, and procedures employed by the Center in meeting its stated objectives,
2. Development of an evaluation model based on cataloging the activities of the Center's specialists in their service capacity.
3. Development and administering a questionnaire to a randomly selected sample of subjects and the developing and administering of a personal interview guide to specific clients which the Center proported to serve, and
4. An analysis and summary of results stemming from questionnaires received and interviews completed to determine the Center's efficacy.

The data retrieved through the four phases provided the basis for appraising the Multi-Purpose Center for Curriculum Improvement.

Curriculum Improvement Center Objectives

As stated in its proposal, the primary goal of the Curriculum Improvement Center was to provide identified, needed services to the Region II schools (both public and non-public). Through this vehicle, the Center hoped to effect an improvement in the learning experiences provided the school children in the eight county area.

Operating under such a wide-sweeping and all encompassing expression of purpose, the Center and its professional personnel were not constricted in their performance; thus, a high degree of flexibility in interpretation of the Center's mission and implementing the proposal was exhibited. While this flexibility and freedom worked to the Center's and the Region's advantage, the general statement of purpose was couched in non-behavioral terminology. Given this state of affairs, a considerable amount of the resources allocated to this study was expended in redefining the Center's goals and/or mission into a behavioral format.

The initial effort of the evaluation team was related toward refining the Center's major objective into behavioral terms through a synthesis of information documented in the description of Phases 1 and 2 of this study. Subsequently, three objectives, being more specific and quasi-behavioral when compared to the major one, were generated.

After the termination of Phase 2, given above, a conference was held between the evaluation team and the Center's staff relative to the status of this study. One of the major conclusions of this Conference as expressed by the Center's staff, was verification of the accuracy and completeness of the three quasi-behavioral objectives developed by the evaluation team. The objectives agreed to by the Center's staff and this evaluation team were:

1. To stimulate and present innovative ideas,
2. To provide direct aid in implementing innovations, and
3. To aid in coordinating federally funded programs.

The first two objectives refer explicitly to activities carried out by Center specialists in the field at both the administrative and classroom levels of the schools. The third objective was a reflection of the administrative expertise explicit in the Board of Control, Project Coordinator, Manager, and selected members of the Center's staff. Taken together, the three objectives represent the first step needed in any evaluation: a clear statement of goals.

The Evaluation Model

While occasionally projects have a model from which practices relative to that model are to be evaluated, such was not the case with the Curriculum Improvement Center. To fill the absence of an operational framework necessary in assessing the Center's service and impact in the Region, the evaluation team generated a model in accordance with the provisions outlined in Phases 1 and 2 given above. Moreover, this model provided the foundation upon which the instruments for evaluation were designed. Classification of Center sponsored and directed activities were also accomplished by reference to the model.

Descriptively speaking, the paradigm consists of two dimensions. On the vertical, the three divisions are isomorphic and representative of the three generated objectives of the Center. Horizontally, a single line of partition divides one level of operation from another on a hierarchical. Contained within each of the enclosed areas (Categories), resulting from the intersection of horizontals with verticals, is a prescriptive definition for classifying activities reported by the Center's specialists as germane to their goals. This final classification allows for the separation of activities such as "Conducting field trips and visitations" and "Discussing the possibilities of innovations with individuals and/or groups", which, though both fall in under Objective I, Level I, are of obviously different natures and functions.

As one may observe in Tables I and II, a total of twelve categories, six for each of the two activity levels, are found under Objectives I and II. Objective I encompassed eight categories and the eight Categories were evenly distributed between Levels I and II. Objective II encompassed four Categories and were equally distributed in each of the two Levels.

Because of the nature of Objective III (Aid in coordinating federally

TABLE I

EVALUATION MODEL FOR OBJECTIVE I:

STIMULATE AND PRESENT INNOVATIVE IDEAS

Level	Categories			
I	1. Inservice training conducted by Center Personnel with appropriate outside aid when indicated. A. Workshops B. Institutes C. Meetings	2. Visitations conducted by Center Personnel to view model school innovations and to attend regional professional meetings. A. Model schools B. Meetings and related excursions	3. Discussions of possible innovations with Region II personnel. A. Formal meetings B. Informal meetings	4. Information dissemination designed to provide thought on new educational programs. A. Publication B. Distribution
II	1. Preliminary planning for speakers, meeting places, programs, and conferences.	2. Public relations efforts A. Meeting P.T.A. members B. Meeting Board of Education members C. Meeting school personnel D. Other public relations efforts	3. Inspection of current situation. A. Assessment of school facilities and equipment B. Assessment of status of students and school personnel	4. Investigation of possible school programs which might be adopted to meet Region II needs.

TABLE II

EVALUATION MODEL FOR OBJECTIVE II:

PROVIDE AID IN IMPLEMENTING INNOVATIVE IDEAS

Level	Categories	
I	1. Aid in implementing innovations. A. Demonstrations B. Classroom help C. Administrative help	2. Formation of educational organizations for Region II educators. A. County organizations B. Regional organizations
II	1. Staff development A. National professional meetings B. Regional professional meetings C. Other self-informing activities	2. Assisting non-school personnel in planning and providing services in Region II.

funded programs), no division with respect to distinct levels of operation was made. To place Objective III in proper perspective, the Board of Control managed several federally funded programs in addition to E.S.E.A., Title III. Therefore, Objective III was basically administrative in character, thereby, it stood independent when contrasted to the interrelated Objectives I and II. Hence, the model delineates Objectives and Levels; the hybrid between the Objectives and a respective level is the Category.

Rationale for Classifying Activities

Activities performed by the Curriculum Improvement Center specialists in pursuit of the three quasi-behavioral objectives were assigned to either Level I or II on the basis of their proximity to actual curriculum modifications.

Specialists activities identified as Level I were defined as those activities which exerted a direct influence and/or impact on the Region II educational enterprise. Directness constituted structured experiences with a specific intent; that is, a concerted and directed effort was exerted by Center specialists for the expressed purpose of eliciting changed educational behaviors from the Region's school personnel as they functioned in a professional capacity. Level I actions relative to Objective I concentrate on exposure to innovative and exemplary educational concepts. These activities took the form of publication dissemination, discussions, or the many types of in-service training provided by the Center to the Region. Level I, Objective II activities, by comparison, focused primarily on administrative and classroom teacher assistance and aid in the local district schools.

Level II activities, in contrast to those consigned to Level I, were defined as those actions designed to exert influence upon current and/or Level I actions; but which, by themselves, lacked the directness of effect fundamental to Level I activities. Level II activities acted as a discriminator for those concepts which were operationalized at Level I. Instrumentation and procedures were conceptualized at this level and, on occasion, experimentally tested. The successful development of Level II activities were retained and, for the most part, implemented at Level I; those Level II activities appearing unsuccessful were discarded and/or placed on file for future reference. The conclusive fact is that Level II operations functioned as a catalytic agent and/or precursor to the effective and efficient implementation of Level I activities.

To illustrate: A Level II activity was a Parent-Teacher Association meeting initiated by a Center specialist. The specialists defined the relation of the Center in its current and probably future role in Region II. This is a classic example of a good public relation effort on the behalf of the Center, in and of itself. As a hopeful consequence of this activity, the Center was to be conceptualized in a favorable light by the lay community. While said body of citizens were not involved directly with initiating school reforms, it appears axiomatic that a major contributory factor to the success of a large public school project, such as the Curriculum Improvement Center, is the degree of support, in difference, or rejection exhibited by the lay community. For this group, if enthusiastic and interested, may diminish in large part the problems ordinarily associated with "outsiders" and/or "change". Furthermore, the Board of Education in each county was the vehicle through which the Center was to gain acceptability and legitimization. These same school boards are responsible to the people they represent and, frequently, reflect the viewpoint of the lay community. The Center's staff was cognizant of the necessity of an informed and sympathetic citizenry and involved interested lay citizens in its various activities.

Though public relations was certainly necessary to the success of the Center's program, the public relations effort was viewed as a Level II activity. The communications acted as a catalyst in creating an atmosphere susceptible to educational change.

At first glance, a cursory examination of the categories within both levels under Objective I appeared to reveal a dysfunction within the evaluation model. Apparently Category II, Level I, (visitation) at the first level should incorporate Category Iv, Level II, (investigations). A closer scrutinization of the two Categories discredits the criticisms for they differ in two areas -- aim and personnel. For entrance into the Category Iv, Level II, the activity must: (1) involve exclusive Center specialists, (2) determine the feasibility of a program for Region II, and (3) be preliminary to an innovation's implementation into Region II schools. While Category II, Level I, agrees on factor 3, it disagrees on factors 1 and 2 because (1) both the Center's staff and Region II educators were participants in the visitation and (2) the adaptability of the model program was in the realm of probability, not possibility. Holding the position that Category II, Level I, should be disbanded and its activities should be incorporated into Category IV, Level II, is untenable, since the evaluation team has shown that the Category on the first level requires a different set of prerequisites than those on the second.

By further probing the evaluation model, the problem of defining a category's perameters is again encountered. The most evident conflict is in the relationship, at Objective I, Level I, Category I (in-service training) with Category II (visitations). Since the latter is ordinarily viewed as a sub-part of the former. While the point is well taken, the evaluation team separated "visitations" from "in-service" experiences for the following reasons: (1) definition, (2) geographical distance, (3) location of the "new" knowledge, and (4) frequency of accurance. Category II visitations were specifically defined as those sponsored and directed by Center specialists to view pilot programs in operation outside Region II and, usually, in another state. At most in-service programs, the depository of "new" knowledge resided with the specialists and/or consultants. By contrast, Category II activities relied upon school officials operating pilot projects outside the area as the location of "new" knowledge.

In reviewing the taxonomy of reported Center activities (see Appendix C) against the evaluation model, a suggestion was made relative to activities recorded in Category III (discussions), Level I, Objective I. Evidently much of the third category list of activities overlapped with those in Category I (in-service training). Furthermore a small number should have been placed, or, at least, crosslisted in Category I. Indeed, both suggestions were factual and are not denied by the evaluation staff. To compensate for this second problem, the small numbers were changed from Category III to more appropriate Category I. Accounting for both anomalies was the generalized nature of Category III statements; the major deciding point for entry into that Category was informal or formal discussion of possible Region II school innovations.

Category III, Level I, Objective I, is not to be confused with "unclassifiable" activities listed at the end of the taxonomy. "Unclassifiable" activities were categorized because: (1) the lack of relationship to the three generated Center objectives and (2) because of the mechanical, low-level nature of the activity in terms of the task at hand. Typical of an "unclassifiable" activity was "deliver written speeches to the general supervisor of Berkeley County."

As with every hypothetical construct, the evaluation model has inherent faults; primarily, this is due to its being formulated, of necessity, inductively. The evaluation team is cognizant of this fact. However, the rationale for evaluation becomes known and the study was able to be implemented through the model. The degree to which the rationale becomes inconsistent is the point at which the study becomes faulty and, consequently, the instruments become unreliable and invalid. The evaluation team believes the rationale and the instruments to be in order and the study reliable and valid, not withstanding the accompanying weaknesses of any descriptive or quasi-scientific study in the behavioral sciences.

Evaluation Instruments

Upon the completion of the evaluation model, a series of evaluation instruments were generated in accordance with the provisions outlined in the evaluation proposal. Moreover, the resulting instruments were solidly grounded in the foundation precipitated from the paradigm.

The evaluation was based upon, primarily, two data gathering techniques. They were:

1. Development of a questionnaire to be administered to a random sample of Center clients, and

2. The development of an interview guide to be administered in a personal interview format with selected Center clients.

The dual data collection system was operationalized with the philosophy that each evaluation technique reinforces results obtained through other means. It was surmized that the data collected through the questionnaire should agree with that collected through the interview.

Personal Interviews

Following the procedure outlined in the evaluation proposal, interview guides were developed and interviews conducted under the direction of two professorial evaluation team members. Personal interviews were held with a group of administrators and, at a separate time, with a group of teachers at each county office. A random sample of teachers were selected by each county for the purposes of interviewing. Selection of administrative and supervisory personnel was made relative to those under the employ of the county educational agency, i.e., Berkeley County Board of Education employed an assistant superintendent, he was included in the administrative group interviewed.

The actual interview guide was structured from the evaluation paradigm. Of the six sections constituting the interview guide, the first two refer specifically to Objectives I and II. Part three contains a global generalization of Level I activities for responses relevant to it. The fourth section is geared toward identifying product results; an appraisal of attitude toward the Center is the subject on the next item, and finally, the last division is provided for general comments, not classifiable in any of the previously mentioned sections.

For the first five sections, a unique rating scale was devised especially for evaluating the Center. The scale discriminates areas of reference, i.e., Instruction, Materials, Organization, Administration, and Other. In an effort to quantatively depict general attitude toward the Center, the sixth section contained a typical rating scale containing a continuum ranging from Poor to Excellent (See Appendix D).

A response from the group interviewed was recorded in the following manner. If the interviewee confronting the interview team explained that, due to the efforts of the Center, team teaching was now in evidence at his high school, then the interviewed described the activity under section two (Project or Idea Implementation) and marked in the space "I" (instruction) for this was the area affected.

Items of the interview questionnaire afforded the interviewee a greater opportunity in field of response than available through forced-choice items on the questionnaire.

Questionnaire

Concurrent with the conduction of interviews was the developing and packaging of questionnaires to be administered to a sample population. The sample included all administrative and supervisory staff, whether superintendent or principal, and a selected group of teachers who were affected by the Project. The packets, containing questionnaires, instructions on their use, and a list of the participants, were disseminated through a joint effort between the Curriculum Improvement Center and Educational Research and Field Services and each County School System. While the responsibility for transporting the questionnaires resided with the evaluation team, assistance from a Center employee assigned to the task by the Project Coordinator was greatly appreciated.

The Curriculum Improvement Center questionnaire contained three segments. General information was obtained from the completion items in segment one, i.e., position in school system, discipline area, public or non-public county schools. Segment two asked respondents to react to twenty-six questions, each on a five point scale from "strongly agree" to "uncertain" to "strongly disagree." An open-ended, optional question designed to allow participants free reign in reacting to the Center comprised segment three. A page of instructions preceded the questionnaire (See Appendix D).

The major portion of the questions were in the second segment, made up of four basic parts: (1) The Center's Role, (2) Regional Relationships, (3) Services of the Curriculum Specialists, and (4) In-Service Workshops. When combined, the resultant whole represented, in the main, an objective attempt by the evaluation team to appraise the Center.

Items in part one (The Center's Role) were largely concerned with assessing the general attitude and opinion of Region II educators to the Project. Items 4 and 5 refer explicitly to Objectives I and II, respectively.

Three dimensions of the Center's services are assessed in part two (Regional Relationships). They were: (1) degree of organized inter- and intra-county cooperation, (2) procedures for employing specialist talent, and (3) impact of the Center on local school education. Part two is best summarized by the question "Was the isolationist policy of the county and local school dealt a serious blow?" The more positive the response to this question, the more successful the Center was in meeting its Objectives.

It should be remembered that Categories located at Level I are the most immediately related to the three Objectives of the Center. Five of six categories at this level were individually evaluated by items incorporated under part three (Services of the Curriculum Specialists.) To explain this point, compare item 13 in Appendix D (Field trips and/or visitations conducted by the Center's Specialists have stimulated changes to occur in the curriculum of my county) with the description of Objective I, Level I, Category 2 (Visitations to model schools...) in Table I. The relationship should be unusually clear as one is nearly identical with the other. Category 1 (In-Service training) has no item referent in this part for reasons which will soon become clear.

The final part of the forced-choice section of the questionnaire deals with inservice experiences implemented by the Center in the attempt to meet their objectives. Six items are devoted to (1) change agents, (2) organization and planning, and (3) success of implementation with respect to inservice workshops. These three factors were the dimensions deemed as important to the success of inservice experiences.

The evaluation team has attempted to identify those responsible for the success or failure of these experiences and, more importantly, the reasons behind the strengths or weaknesses of the program. The reasons for constructing a separate section specifically concerned with inservice experiences are, as follows: (1) frequency of occurrence in relation to other groups of activities, (2) number of Region II school personnel affected by such activities, and (3) immediate relationship to the success of the Center.

ANALYSIS OF DATA AND SUMMARY

Sample Population

As indicated in a previous section of this study, public and parochial school personnel interacted with the Region II Pace Center, both at the administrative and instructional level. Accordingly, the sample population selected in this evaluation included persons from each segment of the school's organization.

Personal interviews were conducted with the superintendent and/or his staff, a group of elementary and secondary principals, and, finally, a group of elementary and secondary school teachers. Interviewees were selected by the respective superintendents and/or supervisory staff.

Questionnaires, the second evaluation technique, were distributed to all supervisory and administrative personnel affiliated with public and non-public education within the Region. In particular, sample subjects included principals (elementary and secondary), supervisors, directors, specialists, coordinators, and superintendents. Belonging to that same category, a small number of assistant superintendents and principals made further additions to the administrative sample.

Selection of the instructional personnel receiving questionnaires was judged on knowledge of the Center's services and/or participation in its activities.

Persons in both administration and instruction were assigned to the administrative sample. Elementary principals often teach in addition to administrating small rural schools. Given this case, questionnaires tabulated from these individuals were included in the administrative sample.

Percentage Return

Of the 413 questionnaires delivered to selected members of the public and parochial school community, approximately 81.0 per cent were retrieved and useable in the Study. Teachers returned 6.0 per cent more questionnaires than administrators. Though small, the entire parochial school population returned completed questionnaires. Table III presents a summary of the useable questionnaires retrieved for the Study.

TABLE III

SUMMARY OF RETRIEVED QUESTIONNAIRES
BY PROFESSIONAL POSITION

Position	Number Received	Number Anticipated	Percentage Return
Central Office Staff	29	39	74.4
Principals	78	100	78.0
Teachers	227	274	82.8
Totals	334	413	80.9

The data indicates that Grant County returned all of its questionnaires and was followed closely by several other counties with greater than 90.0 per cent return (See Appendix E).

Participation in the, optional, twenty-seventh question was correspondingly high. Of the combined teacher and administrator total (338 useable questionnaires), 71.0 per cent replied. Eighty-one per cent of the principals, the largest single subgrouping choosing the option, replied. In addition, over two-thirds of the teachers responded. The data is reported in Table IV.

TABLE IV

TOTAL PERCENTAGE PARTICIPATION IN OPTIONAL QUESTION 27 OF THE QUESTIONNAIRE

Position	Number of Answers	Number Received	Percentage Participation
Central Office Staff	21	29	72.4
Principals	64	79	81.0
Teachers	155	230	67.4
Totals	240	338	71.0

Such a high return rate from the questionnaires places the significance of the results in a favorable position for the purpose of evaluating the Center's success.

Concommitantly, the large number choosing to answer the optional question indicates the interest created by the Center in motivating reactions from Region II school personnel.

A Classification of Activities

Figure 1 presents a summary of the classification of the Curriculum Improvement Center Specialists Activities. The Figure relates the activities of the specialists in terms of objectives, levels, and categories as a percentage of the total activities of the specialists. The Figure was determined through the use of the model implemented in evaluating the Center.

It can be observed from Figure 1 that 62.0 per cent of the specialists activities were related to operationalizing Objective No. I; 34.0 per cent of the specialists activities were related to operationalizing Objective II; and 4.0 per cent of the specialists activities were related to operationalizing Objective III.

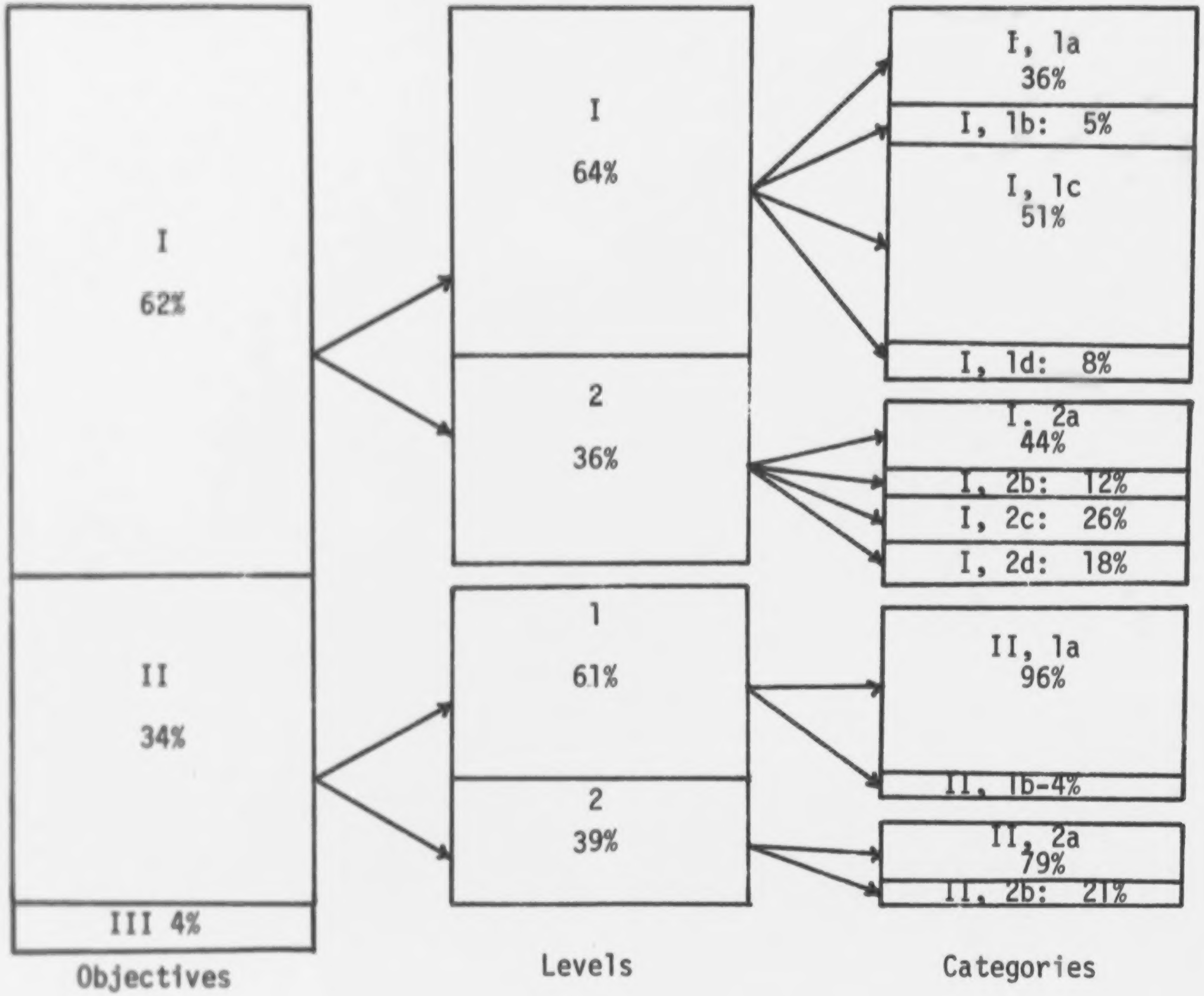

Figure 1

CLASSIFICATION OF ACTIVITIES OF CIC SPECIALISTS AS RELATED TO EACH OBJECTIVE, LEVEL, AND CATEGORIES AS A PERCENTAGE OF THE TOTAL ACTIVITIES OF THE SPECIALISTS

The Figure is also illustrative of the per cent of activities relating to Level 1 and 2 within Objectives I and II. In addition, the Figure also provides a breakdown of the activities by categories. It should be emphasized that the Figure is illustrative of activities only; there was no attempt to equate activities with resources.

Interview Results

The Survey Team visited each of the eight counties of Region II served by the CIC and conducted interviews with the superintendent and/or his staff, a group of principals (elementary and secondary), and a group of teachers (elementary and secondary). The same questions were used with each professional group and group responses were recorded. Data thus acquired were used in judging the effectiveness of the CIC in achieving its declared goals.

The Survey Team posed questions concerning the nature of practices which had been sponsored by the CIC and which were now in use in the schools, the nature of professional contacts made by CIC personnel, the manner in which the CIC was prone to react to requests for assistance, and related items. An effort was made to cause respondents to feel secure and to be frank during the interview. The names of participants were not recorded and the statements made by the group were entirely confidential.

Cooperation by the superintendents and other professional personnel was excellent and working conditions for the Team were good.

Data collected during the interviews were synthesized for the purpose of judging the progress achieved by the CIC toward its recognized objectives. This information is shown below. It is organized and presented under the format used in analyzing the objectives recognized by the CIC. Each objective is viewed as composed of two activity levels -

Level I and Level II - for classification purposes.

Under Objective I (To Stimulate and Present Innovative Ideas), the Center devoted 36 per cent of the Level I activities to Category 1 (Inservice Training). Specifically, the Survey Team found:

(1) Many workshops and conferences had been organized by the Center for general and special interest groups. They were organized for school faculties, a single school system, and occasionally, they were organized on a regional basis.

(2) Consultants had been obtained by the Center in response to the needs of local professional personnel. Specialists from the Center performed frequently as consultants to regional personnel and secured others for special purposes and in order to serve the Regional needs better.

(3) In general, the Center was responsive to requests for help and tended to work for the best solutions to problems and to secure very able people to supplement their own efforts. They often used experienced teachers of one school to demonstrate a technique for another school, providing transportation and expenses as required.

Five per cent of Objective I, Level I activities were involved in Category 2 (Visitations) activities organized for the purpose of viewing model school innovations. Findings of the Survey Team were:

(1) Excursions to observe innovative practices were organized for teachers, board members, and administrators. All teachers in one county participated on one occasion.

(2) Planning for these functions was excellent. Because of this participants were usually quite pleased.

(3) As direction of visitations was effected by one or more Center personnel accompanying the group on a visit, so was the case at national conventions.

Category 3 (Discussion) accounted for 51 per cent of the Center's Objective I, Level 1 activities in formal and informal meetings. Again, the Survey Team noted:

(1) Center staff tended to make its services available to those who requested them. Occasionally they visited a school or system without prior notification for the purposes of getting acquainted and also to offer services.

(2) Center specialists used meetings quite skillfully in furthering their purposes. Where practicable, faculties of more than one school participated, and on occasion regional meetings were organized and scheduled.

(3) Often, where other sources of renumeration for teachers were not available, the Center provided funds for payment of teachers attending meetings organized for their benefit by the Center.

(4) The Center reported several hundred professional contacts within Region II where various services were rendered. An informal tabulation of these by county reveals a reasonable distribution of services.

(5) The Center has been quite liberal in providing demonstrations in areas of need. Most curricular areas received this type of approach to improvement in teaching.

The Center alloted 8 per cent of its Objective I, Level I activities to Category 4 (Information Dissemination). Reported by the Survey Team were:

(1) Reports of relevant research in specialist areas were issued as appropriate.

(2) Bulletins and booklets dealing with specialist areas, curricular innovation in the Region, and innovations nationwide were developed.

(3) Personnel from the Center were quite helpful in some counties in federal proposal writing.

(4) With video-taping, a variety of activities were recorded.

Moving across the paradigm to Objective II (Provision for Direct Aid in Implementing Ideas), the Survey Team found 96 per cent of Level I activities devoted to Category 1 ("on the job" aid to teachers and administrators). Mention of activities in the following areas was made to the Survey Team:

(1) Classroom teachers were assisted in developing novel programs in English, science, math, special education, social studies, art, corrective and developmental reading and language arts.

(2) After a teacher developed a new program through the Center's assistance, said person was utilized at other schools for demonstration purposes.

(3) Inter-visitation within the system, Region, and nation was often employed by the CIC in order to better satisfy the needs of local instructional personnel.

(4) As an adjunct of Center developed programs, assitance was provided in rethinking and revising the administrative operation.

(5) Discussions were frequent and relevant to facilitating innovations.

The last category at this level found under Objective II was formation of education organizations. Four per cent of the Center's Objective II, Level 1 activities were allocated to this effect. Organizations coming to fruitation according to the Survey Team were:

(1) Secondary school principals association was revitalized and an elementary association formed. Both pursued their objectives with vigor and interest.

(2) Discipline area curriculum committees were formed.

(3) A regional advisory committee on public television came into being.

(4) Teachers and principals were often subsidized for attending national meetings of their respective organizations.

Under Objective I, Level II, the Center implemented 44 per cent of its activities to Category 1 (Preliminary Planning). Allotment of time for speakers, travel schedules, conferences, meeting places, and the nature of the servicps to be provided, all required careful planning. To this effect, the Survey Team noted:

(1) Skillful management of scheduling, personnel, and economic resources was necessary to visitations to model schools.

(2) A multitude of conferences were organized on a school, county, or regional basis related to Center objectives.

(3) The services of prominent educators were planned and contracted for on the three above mentioned bases.

(4) Long range planning was affected in curriculum and steering committees, and with administrators.

Twelve per cent of the Center's activities were geared to bringing the message of the Center to the attention of educators and interested lay citizens within the eight county area. Specifically, the Survey Team found:

(1) New specialists with the Center spent a considerable amount of time moving within the public schools of the area meeting school officials and assessing problems.

(2) Specialists regularly served many professional organizations as an officer, member, and/or speaker.

(3) School boards often hosted specialists from the Center as did P.T.A.'s; their expertise was highly valued.

(4) The numerous publications produced by the CIC presented in Category 4 (Information Dissemination) also acted in a public relations capacity.

(5) The camera and video equipment were employed in producing materials for use in in-service training programs and for general enlightenment of professional and lay persons.

Category 3 (Inspection of the Existing School Situation) activities occupied 26 per cent of the Objective I, Level II resources in determination of school needs in facilities and personnel and to judging the quality of educational programs. The Survey Team observed four points:

(1) Center specialists assisted local groups in surveying existing equipment and developing lists of needs items. Much equipment was purchased with Center funds and donated to schools.

(2) Center personnel administered achievement and other tests and assisted in interpretation of results.

(3) Center specialists assisted in evaluating curriculum areas and also served on various regional evaluation teams. The Comprehensive Educational Program evaluation teams often included Center staff.

(4) Follow up activities were periodically employed by the Center staff.

Center personnel contributed 18 per cent of its Objective I, Level II activities to investigation of programs for possible adaptation to Region II schools. Points ascertained by the Survey Team for Category

4 (Census of School Programs) were:

(1) Much money and time were devoted to visitation of schools in this and other states for the purpose of ascertaining the probability that the program might be adapted to Region II needs.

(2) Industrial representatives were consulted about applications of various technological processes to educational problems including television and computer fields.

(3) Governmental agencies were consulted relative to innovations, their desireability for Region II schools, possible financing, and places where the experiental program could be observed in operation.

The application of 79 per cent of Center activities in Objective II, Level II, were toward the improvement of professional competencies of the Center's staff at national and regional educational conferences. Staff development efforts were, according to the Survey Team, in the following direction:

(1) Many professional conferences were attended by the Center staff and very often they subsidized regional administrators and teachers in attendance at that same meeting.

Category 2 (Assisting Non-School Personnel in Planning and Providing Services) activities occupied the remaining 21 per cent of the Center's activities allocated for this second level category under Objective II. The Survey Team found:

(1) Center personnel often conferred with local boards of education concerning instructional matters and administrative procedures.

(2) Center staff met with advisory groups who were considering innovative practices for possible adaptation.

(3) CIC organized classes for school aides and taught them at a nearby college.

This completes the major bulk of information obtained through personal interviews by the professiorial Survey Team. This team has categorized the information obtained in accordance with Tables I and II.

One should refer to the Taxonomy of Center Reported Activities found in Appendix C for a collaboration of the Survey Team's findings with those presented and reported by the Center staff.

The information gained from the interview sample was heavily positive in nature. However, interspersed within the interviews were found comments which tended to negate the strongly favorable responses. The following negative comments are presented not as specific data related to a Center objective, but data which must be reviewed as feedback to the Center.

1. The Center was difficult to summon to the school and made appointments that were not kept.
2. There was a tendency to service the schools easiest to reach.
3. Follow-up of programs initiated or implemented by the Center were not properly completed.
4. Specialists dealt in theoretical areas beyond the comprehension of the teacher.
5. Respondents were unaware of the services available to them through the Center.
6. Respondents felt that there was an occasional attempt to usurp county staff responsibility.
7. Materials were supplied to some schools by the Center while other, no-less-deserving schools, received nothing.
8. Elementary schools received a disproportionate share of Center services at the expense of secondary schools.
9. Communication tended to be shallow, not reaching all instructional personnel.
10. Professional qualifications of certain Center personnel were questioned.
11. Apparently the Center did not tend to direct classroom or other research.
12. The modern concepts of supervision were not understood by respondents.
13. Evaluation of new practices and programs tended to be in absence.

14. There was a general lack of respondent comprehension concerning sound principles of curriculum development.

15. There was sparse evidence within the counties of CIC assistance with immediate and long-range educational planning.

16. The Center was apparently characterized by a lack of comprehensive records of professional services rendered to the counties of Region II.

Questionnaire Results

Exhibited as Appendix D is the Questionnaire administered to teachers, principals, central administrative staff, and superintendents in Region II. In terms of data related to the study, the Questionnaire was divided into four sub-units. They were: (1) the Center's Role, (2) Regional Relationships, (3) Services of the Curriculum Specialists, and (4) In-service Workshops.

Table V presents a summary of the responses given to the 26 items in the Questionnaire. The data is summarized as a per cent of responses in each of the five options open to the respondents and as a "per cent favorable toward Center" statistic. The "per cent favorable toward Center" was calculated by adding the per cent of those responses found favorable toward the Center. For example, statement no. 2 "The Center and its services should be discontinued" was disagreed to by 36.1 per cent of the respondents and strongly disagreed to by 44.0 per cent of the respondents; thus, an 89.1 per cent favorable response toward the Center was calculated.

The Center's Role. The first five statements in the Questionnaire were related to the Center's role in Region II. The data retrieved through the Questionnaire appear to indicate that: (1) the service program of the Center was meeting a definite educational need in each county, (2) the Center and its services should not be discontinued, (3)the time and expertise of the Center's personnel had been useful in stimulating the incorporation of innovative ideas in County School System in Region II, and

TABLE V

A SUMMARY OF THE NUMBER, PER CENT OF RESPONSES, AND PER CENT FAVORABLE TO THE CURRICULUM IMPROVEMENT CENTER ON EACH STATEMENT OF THE QUESTIONNAIRE

Statement	N	Per Cent of Responses* 1	2	3	4	5	Per Cent Favorable toward Center
I. The Center's Role							
1. The service program of the Center meets a definite educational need in my county.	330	27.3	49.7	17.6	3.6	1.8	77.0
2. The Center and its services should be discontinued.	332	3.3	2.7	14.2	36.1	44.0	80.1
3. The Center's role in my county school system is generally undersood by most teachers	330	3.9	33.9	38.5	16.4	7.3	37.8
4. The time and expertise of the Center's personnel have been useful in stimulating the incorporation of innovative ideas in my county school system.	331	16.0	57.1	19.9	4.8	2.1	73.1
5. The implementation of innovative educational concepts in my county has been accelerated due to the influence of the Center.	332	17.1	54.5	20.8	6.0	1.5	71.6
II. Regional Relationships							
6. Cooperation between the school systems in the Region has increased significantly due to the activities of the Center's personnel	332	10.2	45.5	35.8	6.3	2.1	55.7

TABLE V (cont.)

A SUMMARY OF THE NUMBER, PER CENT OF RESPONSES, AND PER CENT FAVORABLE TO THE CURRICULUM IMPROVEMENT CENTER ON EACH STATEMENT OF THE QUESTIONNAIRE

Statement	N	Per Cent of Responses* 1	2	3	4	5	Per Cent favorable toward Center
7. The activities of the Center's personnel have improved communication between schools in the Region.	331	11.8	51.7	26.9	9.4	6.0	63.5
8. The leadership provided by the Center's staff has helped in upgrading the learning experiences of the pupils of the Region.	330	13.0	54.5	25.8	5.2	1.5	67.5
9. Services of the Center's Specialists should be primarily initiated by the requests of the classroom teachers.	327	16.8	46.2	17.7	15.3	4.0	63.0
10. The Center's Specialists should be free to offer their services whenever they observe a need for their service	331	23.9	54.1	10.9	7.6	3.3	78.0
11. The Center's Specialists are fulfilling an educational need in the schools of the eight county Region.	331	19.3	51.2	23.9	4.2	1.2	70.5
III. Services of the Curriculum Specialists							
12. The services of the Center's Specialists have stimulated curriculum develop ment in my county.	329	20.4	56.5	18.5	3.3	1.2	76.9

*1=strongly agree; 2=agree; 3=uncertain; 4=disagree; 5=strongly disagree

TABLE V (cont.)

A SUMMARY OF THE NUMBER, PER CENT OF RESPONSES, AND PER CENT FAVORABLE TO THE CURRICULUM IMPROVEMENT CENTER ON EACH STATEMENT OF THE QUESTIONNAIRE

Statement	N	Per Cent of Responses* 1	2	3	4	5	Per Cent Favorable toward Center
13. Field trips and/or visitations conducted by the Center's Specialists have stimulated changes to occur in the curriculum of my county.	330	14.8	43.9	32.4	5.5	3.3	58.7
14. Printed materials published by the Center have generated new concepts to be integrated into my school's curriculum.	330	11.5	48.2	27.6	10.6	2.1	59.7
15. New classroom organizational patterns have occured in my county due to the influence of the Center's Curriculum Specialists.	330	10.0	45.8	34.5	8.8	.9	55.8
16. Printed materials published by the Center have been valuable in assisting teachers to implement curricular innovations in my county.	326	8.3	46.0	26.2	8.9	.6	54.3
17. The Center's Specialists have stimulated the organization of relevant local professional organizations.	325	4.3	24.3	48.0	17.2	6.2	28.6
18. Teaching techniques suggested by the Center's Specialists and/or demonstrated by them have stimulated changes to occur in the classrooms of my school.	330	12.4	53.9	20.0	10.6	2.7	66.3

*1=strongly agree; 2=agree; 3=uncertain; 4=disagree; 5=strongly disagree

TABLE V (cont.)

A SUMMARY OF THE NUMBER, PER CENT OF RESPONSES, AND PER CENT FAVORABLE TO THE CURRICULUM IMPROVEMENT CENTER ON EACH STATEMENT OF THE QUESTIONNAIRE

Statement	N	Per Cent of Responses* 1	2	3	4	5	Per Cent Favorable toward Center
19. "On the job" assistance by the Center's Specialist teachers and/or administrators has aided in solving practical problems.	325	10.5	41.5	29.8	13.5	4.6	52.0
20. The over-all evaluation of the contribution of the Center's Specialists to the improvement of education in my county is excellent.	327	13.5	38.5	30.3	14.1	3.7	52.0
IV. Inservice Workshops							
21. The external consultants brought to inservice workshops through the efforts of the Center caused me to review the educational program in my county.	325	18.2	60.9	9.8	8.3	2.8	79.1
22. The external consultants brought to inservice workshops through the efforts of the Center have caused changes to take place in the educational program in my county.	325	11.1	52.6	29.5	6.2	.3	63.7
23. Attendance at inservice workshops sponsored by the Center was worthless.	327	2.5	4.6	9.2	44.7	39.1	83.8
24. The inservice workshops sponsored by the Center's Curriculum Specialists have caused changes to occur in the curriculum of my county.	324	7.4	53.4	33.0	4.9	1.2	60.8

*1=strongly agree; 2=agree; 3=uncertain; 4=disagree; 5=strongly disagree

TABLE V (cont.)

A SUMMARY OF THE NUMBER, PER CENT OF RESPONSES, AND PER CENT FAVORABLE TO THE CURRICULUM IMPROVEMENT CENTER ON EACH STATEMENT OF THE QUESTIONNAIRE

Statement	N	Per Cent of Responses* 1	2	3	4	5	Per Cent Favorable toward Center
25. The concepts presented in the workshops sponsored by the Center are not relevant or appropriate to the schools in the Region.	329	1.8	6.2	16.4	51.7	24.9	76.6
26. Inservice workshops conducted by the Center's Specialists appear to be unorganized and unplanned.	324	1.5	4.0	12.0	52.2	30.3	82.5

*1=strongly agree; 2=agree; 3=uncertain; 4=disagree; 5=strongly disagree

(4) the implementation of innovative educational concepts in each County has been accelerated due to the influence of the Center. Statement no. 3 "The Center's role in my county school system is generally understood by most teachers" received a very high "undecided" (38.5 per cent) response.

Regional Relationships. All six statements in this sub-unit of the Questionnaire received a highly positive and highly favorable response toward the Center. The negative or disagree responses to the statements varied from 8.4 per cent (Statement 6) to 19.3 per cent (Statement 9). The most significant, in terms of actual classroom enrichment, was Statement No. 8. That is, 67.5 per cent of the respondents agreed with the statement "The leadership provided by the Center's staff has helped in upgrading the learning experiences of the pupils of the Region." Statements 9 and 10 related to the basic philosophy of the Center in operationalizing its objectives. It appears that 63.0 per cent of the respondents agreed with the statement "Services of the Center's specialists should be primarily initiated by the requests of the classroom teachers." This statement received a 19.3 negative or (disagree) response. In addition, the statement "The Center's specialists should be free to offer their services whenever they observe a need for their service" received a 78.0 per cent endorsement from the respondents and only a 10.0 negative response. It would appear that the respondents wish the Center to react to classroom teachers but, also, the specialists should feel free to provide educational leadership within the Region.

Services of the Curriculum Specialists. The professional personnel of Region II were requested to react to nine statements in the Questionnaire relating to the services of the curriculum specialists. It appears that the services of the curriculum specialists were endorsed and supported by the professional personnel of Region II. The negative responses to the statements relating to the services of the Center's specialists varied from a low of 4.5 per cent to a high of 23.4 per cent. Thus, it may be assumed that a very small proportion of the total professional staff of Region II did not endorse the services of the curriculum specialists. It may be observed that the statement relating to the services of the curriculum specialists received a higher than expected percentage of responses in the "undecided" option. This may be interpreted as normal behavior for the respondents in that the respondents may not have had direct and/or specific experiences relating to activities of the Center's curriculum specialists.

In-Service Workshops. The last sub-unit of the questionnaire was related to Center sponsored In-Service Workshops. It appears that the six statements relating to the in-service workshops sponsored by the Center received the highest supportive and/or affirmative responses of the professional personnel in Region II. Statement 23, "Attendance at In-Service Workshops sponsored by the Center was worthless," was disagreen with by 83.8 per cent of the respondents; only 7.1 per cent of the respondents agreed with Statement 23.

Open-ended Question 27. Many of the professional personnel sampled by the questionnaire took the opportunity afforded them through Question 27 to express their feelings, attitudes, and opinions to the Center's function and services to Region II schools. A majority, 71.0 per cent, responded to the open-ended question, No. 27 on the questionnaire.

Generally speaking, the responses to Question 27 reflected or supported the results obtained through the interview techniques. That is, the Center was generally successful in obtaining its expressed objectives and the objectives of Title III, E.S.E.A., 1965.

Participants chose several directions of reply in appraising the Center's educational role in the area. Support emphasized either the need for continuing and/or increasing the Center's services or, with brevity, expounding on outstanding accomplishments of the Center respondents had participated in or were aware of. Teachers spoke, primarily, from participation.

Respondents not emphasizing either point indicated one or more of the following characteristics in their statements: (1) no familiarity with the Center's work, (2) "no comment", or (3) accusations.

More lengthly responses elaborated upon the nature of successful and/or unsuccessful Center initiated and developed policies and programs. Often, in the way of criticism, recommendations for a smoother operation of the Project in the future were cited. The Center's strengths and weaknesses were, as a rule, discussed in the longer testimonies.

Most of the seventeen operational aberrations abstracted from the interviews by the Survey Team, were also disclosed in Question 27.

On a general level, the Center was described as a "forward moving force" fulfilling a "much worthwhile function" geared toward upgrading the quality of education for the eight counties in Region II. "Beneficial, generally good, good, a strong influence" were the various adjectives used to describe the Center's contribution to the Region. While most believed the Center to have been "valuable," extremes were present. Magnifying the Center's impact as "immeasurable" was contrasted with the opposite "a waste of my time." The majority of responses were favorable.

The categories found in the Evaluation Model were accentuated in varying degrees by participants in the open ended question. The Center activity listed with the greatest frequency as successful, was, without question, the various forms of in-service experiences. Of these, workshops and visitations were generally reported as "well-planned, appropriate, and effective." By contrast, a few felt meetings were sometimes "not as well-planned as they should have been." Again, the majority opinion was positive toward the Center.

All curricula areas with which the Center staff had worked were mentioned in varying degrees of frequency. Some aspect of activity in communication skills was consistently cited as producing fruitful results in each of the eight counties. Developments in the remaining curricular areas were more inconsistently mentioned, being highly in evidence in some counties while relatively sparse in others.

A multitude of specific programs were evaluated by Question 27 participants as producing successful results. Among these were nongradedness, team teaching, and summer institutes.

A variety of methods for implementing innovative programs was also indicated. Audio-visual techniques was the most frequently mentioned followed by the unit method of teaching and individualized instruction.

Means appropriate to a particular discipline area mentioned by respondents include the co-basal reading text, programmed readers, cuisianaire rods, and language experience charts. Additional materials were labeled as "beneficial" and "valuable."

The most singularly favorable change of a more intangible nature produced by the Center was in stirring teachers and administrators out of lethargy. Repeatedly, the Center was indicated as responsible for instructional personnel maintaining a predisposition to experiment with new programs and procedures and reviewing their established educational practices. The Center's staff provided a 'stimulus to want us to improve our teaching and try new methods." Teachers have been "given a new look at education." Specialists were "instrumental in causing a basic review of our programs." Most importantly, the barrier to change was in the process of being lifted in some cases.

While many were "rethinking" their educational status, many were also confused about the Center's function and role in the Region and the method of obtaining specialists services. Clearly, information in this domain was not reaching the instructional level. One teacher aptly expressed the situation: "I'm uncertain about the role of the Center, getting assistance, what type of assistance they even offer." The general predicament of the teacher was a feeling of "unawareness I have" relative to the Center. Nor was administration blinded to the absence of teacher knowledge of the Center: "I do not feel enough teachers are sufficiently acquainted with the Center and the work that it accomplishes." Many teachers sampled expressed interest in the Center, yet were at a loss in obtaining information about it.

Suggestions of a more negative content expressed primarily, if not exclusively, by teachers indicated a lack of understanding the modern concepts of supervision.

Many of the criticisms of the Center presented paradoxes to the evaluation team. Many of these same paradoxes were experienced during the Interview.

Most outstanding in this arena was the degree to which respondents perceived the practicality of Center activities. A decided minority expressed the conflict between "wonderful ideas" and their implementation. Two teachers from the same county exhibited divergent points-of-view. Teacher A believed that "it (center experiences) could not be used in my classroom." Contrary was teacher B who "was able to take ideas back to my own classroom."

Another paradox occurred between two elementary school teachers. Teacher A pointed to the Center's need for obtaining "better qualified personnel" whereas teacher B thought the specialists truly "capable to perform their duties." This contradiction is somewhat resolved as participants generally thought specialists well-qualified, but, in a few cases, were not as effective as those experienced in classroom teaching for a period of time. In these instances, the respondents felt that theoretical knowledge could not compensate for an absence of practical experience. This opinion was abstracted from teachers, not enough administrators voiced an opinion sufficient to support the generalization.

Specialist personality traits were highly regarded. Their attitude toward the task of developing curricular modifications was "enthusiastic" and "stimulating" for those working with the specialists. There was general agreement that specialists were "sincere and devoted" and their programs " stimulating and productive."

Supplementing the favorable public school opinion of the Center was that from parochial school personnel. These professionals agreed that the Center was "making an excellent and successful effort" in improving the education program of their schools through "dedicated" and "helpful" specialists.

In summary, the overall attitude toward the Center's role in bringing change to Region II schools was favorable. However, there were organizational aberrations presented and printed herein without discussion.

TABLE VI

AVERAGE OF THE MEAN TOTAL SCORE FOR THE EIGHT COUNTIES ON EACH QUESTION

Statement	Cumulative weighed Mean Score Total	Mean Score*
Part I		
1	669.98	2.01
2	1378.36	4.12
3	954.51	2.86
4	728.21	2.18
5	730.96	2.19
Part II		
6	811.97	2.43
7	782.08	2.34
8	750.34	2.25
9	795.80	2.38
10	703.06	2.10
11	716.97	2.15
Part III		
12	686.05	2.05
13	787.25	2.36
14	804.11	2.41
15	808.29	2.42
16	807.27	2.42
17	964.01	2.88
18	784.70	2.35
19	846.12	2.53
20	836.45	2.50
Part IV		
21	704.18	2.11
22	756.24	2.26
23	1351.80	4.05
24	775.24	2.32
25	1292.18	3.87
26	1313.72	3.93

*1=strongly agree; 2=agree; 3=undecided; 4=disagree; 5=strongly disagree

TABLE VII

A SUMMARY OF MEAN TOTALS FOR EACH COUNTY AND QUESTION

Question	Berkeley	Grant	Hampshire	Hardy	Jefferson	Mineral	Morgan	Pendleton
1	2.08	1.74	2.08	2.28	2.39	1.78	1.88	1.82
2	4.21	4.43	4.08	3.74	3.88	4.48	4.28	4.26
3	3.42	2.37	2.83	2.80	3.36	3.04	2.40	2.61
4	2.34	1.89	2.48	2.32	2.26	2.19	2.21	1.91
5	2.45	1.91	2.25	2.28	2.26	2.22	2.05	2.09
6	2.53	2.04	2.17	2.47	2.86	2.41	2.44	2.41
7	2.56	2.02	2.08	2.51	2.70	2.15	2.26	2.18
8	2.45	2.02	2.29	2.36	2.69	2.19	2.16	1.76
9	2.38	2.31	2.33	2.57	2.32	3.00	2.39	2.35
10	2.29	1.67	2.00	2.17	2.62	1.81	2.14	1.94
11	2.23	2.02	2.17	2.28	2.48	1.96	2.05	1.94
12	2.30	1.53	2.25	2.26	2.18	2.19	2.09	1.85
13	2.40	2.16	2.75	2.45	2.26	2.48	2.37	2.44
14	2.59	2.47	2.46	2.53	2.72	2.41	2.12	1.97
15	2.39	2.25	2.71	2.64	2.52	2.59	2.42	2.18
16	2.62	2.35	2.54	2.62	2.71	2.33	2.33	2.06
17	3.13	2.70	3.08	2.91	2.18	2.89	2.91	2.81
18	2.67	2.31	2.13	2.43	2.67	2.15	2.19	2.09
19	3.02	2.25	2.58	2.64	2.88	2.50	2.26	2.38
20	2.82	2.22	2.70	2.66	2.90	2.44	2.37	2.15
21	2.10	2.11	2.35	2.38	2.32	2.00	2.14	1.83
22	2.31	2.20	2.48	2.48	2.40	2.41	2.30	2.06
23	4.15	4.20	4.30	3.83	3.90	4.26	4.28	4.39
24	2.40	1.98	2.78	2.56	2.52	2.37	2.37	2.29
25	3.83	3.87	3.83	3.79	3.86	4.22	4.12	4.06
26	4.05	4.14	4.04	3.76	3.74	4.30	4.33	4.29

Presented in Table VI is the mean total score of each statement in the questionnaire. The mean was based on the scale of: 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree.

An attempt was made to determine if a significant difference could be found in the responses to the statements by respective counties in Region II. The data presented as Table VII appears to indicate that there were no significant differences in the total questionnaire response given by each county in Region II. In addition, the data presented in Table VII is given as Figures 2 through 10 in Appendix F. These data also appear to indicate that the total responses of the respective counties did not differ significantly from one another.

In addition to a significant difference between counties, an attempt was made to determine if a significant difference between the administrative personnel and the teachers of the Region could be found. Presented as Table VIII, are data related to identifying the mean scores achieved by academic position in each of the respective counties of Region II. With very slight differences, it appears that the teachers and administrators of Region II maintained an identical concept of the Center.

As given in Table IX and Figure 2 (Appendix F), it appears that the parochial schools of the Region were very favorable toward the activities of the Center. Due to the very limited number of parochial institutions within the Region, only five subjects comprised the total parochial school sample. However, these five subjects were favorably disposed toward the Center and its activities in the Region.

Summary. In summary, it can be stated that through the data collected in this study, it appears that the Multi-Purpose Curriculum

TABLE VIII

A SUMMARY OF MEAN TOTAL SCORES BY COUNTY, POSITION, AND QUESTION

	Berkeley		Grant		Hampshire		Hardy	
Question	Adm.	Teach.	Adm.	Teach	Adm.	Teach.	Adm.	Teach.
1	2.11	2.07	1.30	1.86	1.73	2.38	2.07	2.38
2	4.18	4.23	4.90	4.31	4.45	3.77	4.00	3.64
3	3.39	3.43	2.20	2.42	3.00	2.69	2.57	2.90
4	2.41	2.32	1.80	1.92	2.36	2.58	2.14	2.39
5	2.50	2.43	1.50	2.03	2.45	2.08	2.21	2.30
6	2.44	2.57	2.00	2.06	1.91	2.38	2.21	2.58
7	2.56	2.57	1.70	2.11	2.00	2.15	2.43	2.55
8	2.44	2.45	1.60	2.15	2.18	2.38	2.21	2.42
9	2.44	2.36	2.30	2.31	2.55	2.15	2.36	2.66
10	2.56	2.18	1.50	1.71	2.09	1.92	2.31	2.12
11	2.11	2.27	1.70	2.11	1.91	2.38	2.21	2.31
12	2.17	2.36	1.20	1.63	2.00	2.46	2.07	2.33
13	2.17	2.50	2.20	2.14	2.55	2.92	2.14	2.58
14	2.61	2.58	2.10	2.57	2.27	2.62	2.50	2.55
15	2.83	2.21	1.90	2.35	2.55	2.85	2.36	2.76
16	2.78	2.56	2.30	2.36	2.64	2.46	2.43	2.70
17	3.22	3.10	2.20	2.85	2.82	3.31	2.85	2.94
18	2.78	2.63	2.10	2.37	2.18	2.08	2.50	2.39
19	3.11	2.98	1.70	2.41	2.18	2.92	2.43	2.73
20	2.78	2.83	1.60	2.40	2.25	2.83	2.36	2.79
21	2.06	2.12	1.40	2.31	1.91	2.75	2.21	2.45
22	2.39	2.27	1.90	2.29	2.27	2.67	2.31	2.55
23	4.33	4.07	4.20	4.21	4.45	4.17	4.21	3.67
24	2.50	2.36	1.80	2.03	2.36	3.17	2.23	2.69
25	3.72	3.88	4.20	3.77	4.09	3.58	3.93	3.73
26	4.11	4.02	4.56	4.03	4.27	3.83	3.86	3.72

TABLE VIII (cont.)

A SUMMARY OF MEAN TOTAL SCORES BY COUNTY, POSITION, AND QUESTION

	Jefferson		Mineral		Morgan		Pendleton	
Question	Adm.	Teach.	Adm.	Teach.	Adm.	Teach.	Adm.	Teach.
1	2.30	2.45	1.64	1.92	2.00	1.84	1.78	1.84
2	4.10	3.73	4.71	4.23	4.50	4.19	4.22	4.28
3	3.00	3.60	2.93	3.15	2.50	2.35	2.44	2.67
4	2.30	2.23	2.07	2.31	2.33	2.16	2.00	1.88
5	2.40	2.17	2.00	2.46	2.17	2.00	2.22	2.04
6	2.90	2.83	2.29	2.54	2.67	2.35	2.44	2.40
7	2.55	2.80	2.00	2.31	2.50	2.16	2.11	2.20
8	2.60	2.76	2.07	2.31	2.42	2.06	1.89	1.72
9	2.20	2.40	2.93	3.08	2.64	2.30	2.33	2.36
10	3.05	2.33	1.93	1.69	2.42	2.03	2.11	1.88
11	2.40	2.53	1.64	2.31	1.92	2.10	1.89	1.96
12	2.25	2.13	2.07	2.31	2.25	2.03	1.89	1.83
13	2.05	2.40	2.36	2.62	2.50	2.32	2.22	2.52
14	2.75	2.70	2.43	2.38	2.25	2.06	2.25	1.88
15	2.80	2.33	2.64	2.54	2.75	2.29	2.33	2.12
16	2.65	2.76	2.36	2.31	2.67	2.20	2.44	1.92
17	3.10	3.24	2.79	3.00	3.17	2.81	3.00	2.74
18	2.75	2.53	2.14	2.15	2.25	2.16	2.33	2.00
19	3.05	2.76	2.23	2.77	2.50	2.17	2.56	2.30
20	2.95	2.86	2.29	2.62	2.42	2.35	2.33	2.08
21	2.25	2.37	1.57	2.46	2.50	2.00	1.89	1.81
22	2.55	2.30	2.36	2.46	2.50	2.23	2.11	2.04
23	3.90	3.90	4.57	3.92	4.08	4.35	4.38	4.40
24	2.50	2.53	2.43	2.31	2.33	2.39	2.11	2.36
25	3.85	3.87	4.43	4.00	4.33	4.03	4.11	4.04
26	3.90	3.63	4.43	4.15	4.33	4.33	4.11	4.36

TABLE IX

A SUMMARY OF MEAN TOTAL SCORES AND PERCENTAGE FAVORABLE TO CENTER BY PAROCHIAL SCHOOL SUBJECTS[1]

Part	Statement	Mean Total	Per Cent Favorable to Center[2]
I	1	1.0	100
	2	4.6	100
	3	2.8	20
	4	1.6	80
	5	1.4	100
II	6	1.8	100
	7	1.6	100
	8	2.0	60
	9	4.0	60
	10	2.2	80
	11	1.6	100
III	12	2.0	80
	13	2.4	40
	14	2.2	60
	15	2.4	60
	16	2.2	60
	17	2.8	20
	18	1.4	100
	19	2.4	40
	20	1.8	60
IV	21	2.2	60
	22	2.4	40
	23	4.6	100
	24	2.2	40
	25	4.8	100
	26	4.6	100

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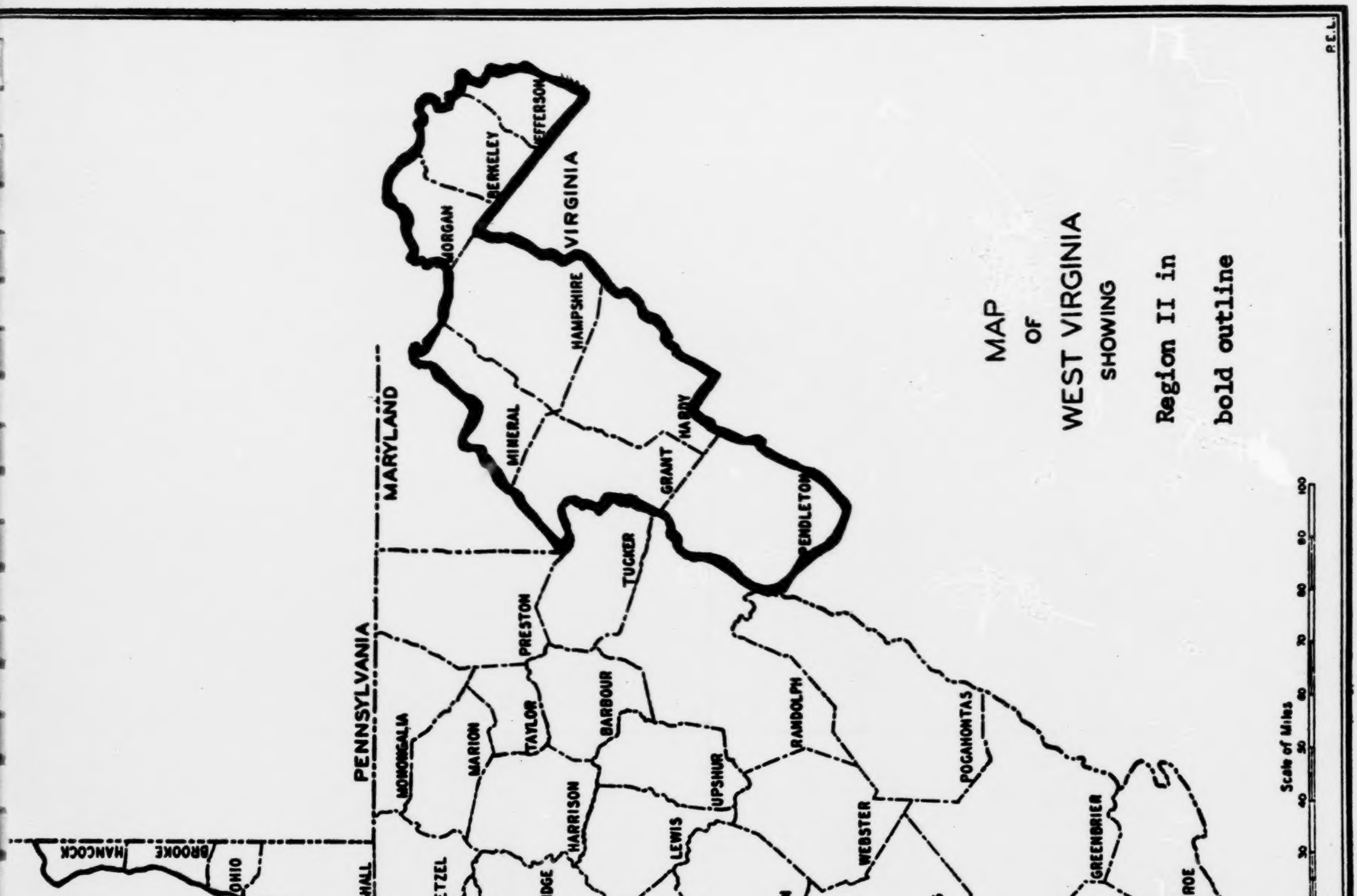
[1] Five subjects comprise the parochial school sample.

[2] The 3.1% of the responses that were unfavorable toward the Center were found on the statements nine and fourteen. All other responses were located in neutral category three. For example, statement three indicates only twenty per cent favored the Center. However, the other eighty per cent filled category three.

Improvement Center has met its objectives. In addition, the Multi-Purpose Curriculum Improvement Center has met the objectives of the Elementary and Secondary Education Act, 1965, Title III; in that the Center has caused innovative and exemplary changes to occur within the schools of Region II.

Appendix A



MAP OF WEST VIRGINIA SHOWING Region II in bold outline

TABLE X

A SUMMARY OF AREA AND POPULATION FOR REGION II*

County	Population	Area (sq. mi.)
Berkeley	33,791	324.78
Grant	8,304	478.00
Hampshire	11,705	641.44
Hardy	9,308	575.52
Jefferson	18,665	212.41
Mineral	22,354	330.00
Morgan	8,376	231.26
Pendleton	8,093	696.88
TOTALS	120,596	3490.29

*J. Harold Myers (ed.), West Virginia Blue Book 1964 (Charleston, West Virginia: Jarrett Publishing Company, 1964), Vol. 48, pp. 513, 539, 544, 548, 557, 590, 600, 609.

Appendix B

TABLE XI

A SUMMARY OF CURRENT EXPENDITURES PER PUPIL MEDIAN SCHOOL YEAR COMPLETED, AND PERCENTAGE COMPLETING HIGH SCHOOL FOR REGION II, THE STATE, AND THE NATION

County	Per Pupil Expenditure*	Mean School Year Completed**	Percentage Completing High School **
Berkeley	316.27	8.8	29.7
Grant	344.42	8.4	20.5
Hampshire	326.73	8.3	21.9
Hardy	352.47	8.2	19.7
Jefferson	345.65	8.7	30.0
Mineral	329.31	8.9	30.4
Morgan	375.71	8.4	20.7
Pendleton	370.11	8.4	20.7
Eight County Average	345.08	8.5	24.2
State Average	344.28	8.8	30.6
National Average	503.00***	10.6	41.1

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*The School Dollar 1965-66, Annual Report Prepared by the West Virginia Board of School Finance (Charleston, West Virginia: State Board of School Finance, November 10, 1965), p. 44.

**United States Bureau of Census, Eighteenth Census of the United States: 1960. Characteristics of the Population, Vol. I (Washington, Government Printing Office, 1961). Reprinted in County and City Data Book, 1967. (A Statistical Abstract Supplement).U.S. Government Printing Office, Washington, D.C., 1967, Table I, p. 3; Table II, pp. 403, 413.

***Statistical Abstract of the United States, 1966. (87th edition). Washington, D.C., p. 125.

TABLE XII

A SUMMARY OF NET SCHOOL ENROLLEMNT AND NUMBER OF INSTRUCTIONAL PERSONNEL FOR EACH COUNTY IN REGION II PUBLIC SCHOOLS ONLY*

	Net Enrollment			Instructional Personnel		
County	Elem.	Sec.	Total	Elem.	Sec.	Total
Berkeley	4302	3152	7454	156	138	294
Grant	1198	911	2109	43	42	85
Hampshire	1357	1238	2595	47	53	100
Hardy	1311	981	2292	51	44	95
Jefferson	2796	1800	4596	110	89	199
Mineral	2985	2379	5364	105	106	211
Morgan	1237	903	2140	48	43	91
Pendleton	1240	521	1761	54	21	75
Total	16,426	11,885	28,311	614	536	1,150

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*Rex M. Smith, "Fifty-Third Report of the State Superintendent of the Free Schools of the State of West Virginia for the Period July 1, 1965 to June 30, 1966, "Annual Report of the State Superintendent of the Free Schools of West Virginia, State Department of Education, Vols. I,II,(Beckley, West Virginia: Biggs, Johnson and Withrow Company, November,1966) p. 17 et passim.

Appendix C

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OBJECTIVE I, LEVEL I, CATEGORY 1

Service Area	Activity
Elementary Curriculum	1. Conference for non-graded school for fifteen elementary principals and some supervisors
	2. A two-day workshop for principals from the eight counties in Region II on the organization of faculty meetings by a principal centered around social studies
Secondary Curriculum	1. Inservice meeting with twenty-two principals using consultants
	2. Inservice program in Grant County for forty secondary teachers
	3. Inservice program in Berkeley County for 300 teachers
	4. Week-long conference on non-grading in Berkeley County
	5. Serving as resource person for teacher-aid training program
Fine Arts	1. Faculty workshop in an elementary school
	2. Regional inservice at Petersburg and Charleston schools
	3. Workshop relevant to Christmas Project for elementary faculty of one school
	4. Film workshop for Moorefield Elementary School personnel
	5. Faculty workshop
	6. Inservice workshop for all elementary faculty in one county
	7. County inservice for all Jefferson County elementary school educators
	8. Faculty meeting and workshop at Keyser Elementary School
	9. Faculty meeting at Slanesville Elementary School
	10. Installation and inservice demonstration of graphic equipment for Wardensville Elementary faculty
	11. Faculty demonstration at Springfield-Green Elementary School
	12. Hampshire County teacher-aide workshop
	13. Faculty workshop regarding graphic arts at Wardensville Elementary School
	14. Evening seminar regarding art appreciation in Keyser
	15. An evening seminar in graphic arts at Hardy County
Vocational-Technical	1. Small workshop for industrial arts teacher at Berkeley Springs
	2. Ramer Vocational School meetings
	3. Vocational inservice meeting with Petersburg High School teachers
	4. Sub-regional inservice at Petersburg and Berkeley Springs
	5. Second annual vocational meeting for the Rumsey Center with superintendents and industrial arts teachers
	6. Addressed Hardy County Teachers Pre-School Conference
	7. Pre-service work in Pendleton County on audio-visual
	8. Industrial arts inservice training in Pendleton County with a teacher at Franklin High School
	9. Berkeley County Industrial Arts teachers' meetings (ten)
	10. Regional Art Conference at Manorland for elementary principal, teacher and county supervisor
	11. Conference for Region II Secondary principals

OBJECTIVE I, LEVEL I, CATEGORY 1 (cont.)

Service Area	Activity
Multi-Media	1. Coordination of audio-visual workshop for secondary teachers in Jefferson County
	2. Coordination of audio-visual workshop similar to the one in Jefferson County
	3. Inservice training sessions with Bedington teachers after school and during school day sessions
	4. Inservice sessions with team-teaching teachers at South Martinsburg Junior High School
	5. Participation in audio-visual media institute for all Grant County teachers
	6. Faculty inservice on ability of Curriculum Improvement Center to meet media needs of school with one elementary teacher
	7. Participation in non-graded elementary school workshop
	8. Workshop at Beckley Springs Elementary School
	9. Machine Operation Workshop in which some school faculty were in attendance
Mathematics	1. Five workshops for all mathematics teachers in Jefferson County
	2. Five workshops for Berkeley County mathematics teachers
	3. A workshop for about fifty teachers from Grant, Morgan, and Hardy Counties
	4. A workshop for about fifty elementary mathematics teachers at Piedmont
	5. A workshop in Shepherstown for about seventy-five elementary teachers on mathematics
	6. Workshop for about forty-five mathematics teachers in Mineral County
	7. Workshop on mathematics for about ninety Berkeley County teachers
	8. Workshop for about fifty teacher-aides on new techniques of modern mathematics
	9. Participation in elementary principals workshop at Cacapon Lodge
	10. Participation in sensitivity training program
	11. Participation in conference at Jackson's Mill and Berkeley Springs
	12. Workshop on modern mathematics at Charleston High School
	13. Mathematics workshop at Charlestown High School
	14. Workshop at Charlestown High School
	15. Work at Augusta and Romney Elementary Schools
	16. Workshop for Morgan County teachers
	17. Berkeley County Mathematics Workshop at South Junior High School
	18. Berkeley County Mathematics Workshops in December and January
	19. Morgan County Mathematics Workshop
	20. Moorefield High School Modern Mathematics workshop
	21. Modern Mathematics Workshops in Mineral County during March of 1969
	22. Workshop at Votek Center on cuisenaire rods
	23. Cuisenaire rods workshop at South Junior High School

OBJECTIVE I, LEVEL I, CATEGORY 1 (cont.)

Service Area	Activity
Mathematics	24. Three-day cuisenaire rods workshop at Hilltop House, Harpers Ferry
	25. Participated in cuisenaire rods workshop at Hilltop House
Language Arts	1. Four day workshop on corrective remedial reading
	2. Demonstration of reading materials for two days for Junior High teachers
	3. Demonstration of materials and talked to teachers at three-day Language Arts Meeting inservice with Pendleton County teachers
	4. Corrective reading workshop
	5. Inservice training at Petersburg School
	6. Region II Reading Institute meeting
	7. Morgan County Reading Institute meeting
	8. Region II Reading Institute meeting
	9. Inservice Reading Institute
	10. Three-day pre-school inservice for language arts teachers
	11. Meeting with language arts specialists and state department language arts consultants
	12. Inservice training for teachers
	13. Inservice training for two days
	14. Participated in workshop for reading
	15. Inservice training for remedial reading teachers, Aug. 12-30, Counties included: Mineral, Hampshire, Pendleton, Grant, Hardy, Jefferson, Morgan, Berkeley
	16. Regional meeting at Cacapon State Park-workshop for intermediate grade teachers at Petersburg School
	17. Workshop for English review teachers
	18. Inservice training for Mathias Grade School Teachers on two separate occasions
	19. Inservice training with Franklin Elementary School teachers
	20. Inservice training at Pikeside
	21. Inservice training at Berkeley Springs
	22. Inservice training at Ranson School
	23. First segment of Third Annual Reading Institute Series (11-21-68)
	24. Second segment of Third Annual Reading Institute Series (12-3-68)
	25. Third segment of Third Annual Reading Institute Series (2-25-69)
	26. Region II Day in Reading for all educators and parents
	27. Inservices experiences for all teachers in Moorefield
	28. Workshop for language arts teachers and a remedial reading teacher
	29. Two demonstrations of materials at Bayard High School
	30. Discussions of present and future programs at North Berkeley Grade School
	31. Talk with elementary school teachers relative to remedial reading programs
	32. Demonstration and discussion of language arts program
	33. Meeting with English teachers of Grant County to define needs and initiate novel strategies in language arts

OBJECTIVE I, LEVEL I, CATEGORY 1 (cont.)

Service Area	Activity
Language Arts	34. Discussion of developmental programs with Petersburg High School teachers
	35. Meeting with steering committee of special reading teachers to plan inservice activities
	36. Conference with Franklin Grade School steering committee
	37. Meeting with County Language Arts Steering Committee
	38. Meeting with language arts teachers at Petersburg High School
Guidance	1. Four workshops in two Berkeley Springs Elementary Schools for the following purposes: diagnostic teaching, teacher-centered instruments to better assist a teacher in observing pupil behavior, and the relationship of the guidance counselor's role as consultant to teacher, administrator, and the lay community under the team approach
	2. A workshop for supervisors and directors of guidance in Jefferson, Mineral, Grant, and Morgan Counties on better use of test analyses
	3. A two-day seminar for Region II guidance personnel in order to strengthen relationship of University Counselor Education Program and guidance activities, to explore in depth the function of the counselor relative to the counseling, instructional and administrative program
Curriculum Improvement Center	1. Summer Curriculum Leadership Conference

OBJECTIVE I, LEVEL I, CATEGORY 2

Service Area		Activity
Elementary Curriculum	1.	Visitations with three principals of Region II to view ungraded organization at North Springfield and Keene Elementary Schools in Fairfax County, Virginia, and Brunswick Elementary School in Frederick, Maryland
	2.	Two elementary teachers from each county view the organization of social studies in an elementary school outside the Region
Secondary Curriculum	1.	Several visits with teachers outside Region II
Special Education	1.	Visitation for special education teachers of Region II to observe special education schools in Maryland
	2.	Visitation for special education teachers to special education division of special services in Carlysle, Pennsylvania
	3.	Visit to Eastern Pan Handle Training Center with supervisor and special education personnel
	4.	Visit to school for handicapped with Region II teachers
Fine Arts	1.	Visitation with Berkeley County art teachers to Frederick County, Maryland
Vocational-Technical	1.	Accompany Hardy County commercial teacher on visitation to Keyser Vocational School
	2.	Industrial arts field trip with one teacher of Pendleton County and supervisor of Berkeley County
	3.	Field trip to Hagerstown and Uniontown with superintendent, supervisors, and vocational staff
	4.	Field trip to view Experimental Project at Fox Lana School in New York with superintendent, supervisors, and vocational staff
Language Arts	1.	Field trip to twenty reading teachers to annual conference on reading at University of Delaware
	2.	Trip to University of Delaware Reading Clinic held at area schools with fifteen corrective reading teachers
	3.	Take teachers from Berkeley County to Arlington County public schools
	4.	Take twenty teachers to University of Delaware and area schools
	5.	Trip to International Reading Association Convention in Boston, Massachusetts, with supervisors, superintendent, and remedial reading teachers

OBJECTIVE I, LEVEL I, CATEGORY 3

Service Area	Activity
Elementary Curriculum	1. Series of individual conferences with principals from each of the eight counties on comparison of city schools with rural schools
	2. Series of meetings with teachers and principals from all eight counties on organization of their instructional programs
Secondary Curriculum	1. Working with principals and social studies teachers regarding new social studies program
	2. Working with principals and teachers in discussion of new non-graded program
Special Education	1. Discuss beginning a special education class with superintendent of Pendleton County
	2. Discuss with guidance coordinator and state department representative summer program possiblities
	3. Discuss establishment of special education program with supervisors of Hardy County
	4. Discuss with special education teacher behavior disorders and availability of information on said topic
Fine Arts	1. Discussion and formation of art program with selected art teachers of one county
	2. Discussion with junior high art teachers on program innovation
	3. Art sub-committee conference with teacher at Petersburg High School
	4. Conference on county art programming with Mineral County
	5. Conference with Hampshire County supervisor and visitation to schools
	6. Planning conference with principal of Springfield-Green Elementary School
	7. Meeting with art teacher at Martinsburg High School
	8. Planning conference regarding humanities program with two Mineral County supervisors
	9. Follow-up conference with principal at Hedgeville High School and Berkeley Springs High School
	10. Activities conference with teacher at Petersburg High School
	11. Program conference with supervisor from Martinsburg
	12. Conference regarding unified arts program with principal of South Junior High in Martinsburg
	13. Conference regarding humanities program with demonstration for principal at Keyser Elementary School
	14. Conference and demonstration with principals of Augusta and Springfield Elementary Schools regarding architectural units
	15. Hardy County art sub-committee meetings
	16. Pendleton art sub-commmittee meeting

Service Area	Activity
Vocational-Technical	1. Planning with two South Junior High School staff in Berkeley County
	2. Planning with two South Junior High School staff in Berkeley County
	3. Meeting with junior high teacher and supervisor of Hardy County Schools
	4. Planning with teachers at Petersburg High School
	5. Planning with vocational school committee at Martinsburg
	6. Planning with superintendent in Morgan County
	7. Mineral County Industrial Arts Conference with two people in Berkeley County
	8. Planning with director of vocational school in Berkeley County
	9. Pendleton County Industrial Arts Conference with two people
	10. Vocational planning with vocational director and the superintendent in Jefferson County
	11. Audio-visual planning with assistant superintendent in Mineral County
	12. Vocational Craft Committee Meeting with the director and faculty of vocational-technical school in Berkeley County
	13. Hardy County Home Economics Conference with a supervisor
	14. Program planning with principal of South Junior High School in Berkeley County
	15. Berkeley County Industrial Arts Meeting with five people
	16. Planning with teacher at North Junior High School
	17. Planning with selected vocational faculty
	18. State industrial arts planning with two state department representatives
	19. Planning with vocational teacher at South Junior High School
	20. Vocational meeting with superintendent and director of vocational school in Berkeley County
	21. Planning with director of vocational school
	22. Planning with teacher of Berkeley Springs High School
	23. Meeting with assistant superintendent and teacher regarding Ridgely High School Industrial Arts Program
	24. Planning with assistant superintendent of Jefferson County
	25. Meeting with six people regarding arts and industrial arts at Petersburg High School
	26. Step planning with superintendent at Morgan County board office
	27. Planning with teacher at Martinsburg High School
	28. Slide tape planning sessions with assistant superintendent of Jefferson County
Multi-Media	1. Series of conferences with federal programs coordinator concerning a film library for Mineral County
	2. Planning conference with two staff members of Petersburg High School concerning a darkroom and necessary equipment for the School
	3. Conference with two people regarding West Virginia Comprehensive Education Program
	4. Discussion with principal concerning an audio-visual equipment purchase

Service Area	Activity
Multi-Media	5. Discussion with two school personnel concerning use of video tape
	6. Discussion with instructional supervisor and principal of Morgan County regarding an elementary audio-visual workshop
	7. Discussion regarding audio-visual with two Paw Paw High School staff members
	8. Address to principal and assistant superintendent on video tape needs at Petersburg Elementary School in Grant County
	9. Conference with two Morgan County supervisors on media needs of Learning Resources Center
	10. Conference with supervisor on video-tape usage in Hardy County
	11. Conference with principal on inservice at Wright Denney annex for next year
	12. Conference with superintendent, assistant superintendent, and principal on video-tape equipment and cable utilization in Grant County
	13. Conference with assistant superintendent on video-taping summer sessions of social studies under Comprehensive Education Program in Jefferson County
	14. Conference with two supervisors on possibility of initiating County Resource Center in Morgan County
Mathematics	1. Conference with instructional supervisors relative to Morgan County Mathematics Workshop
	2. Meeting with general supervisor at Moorefield regarding modern mathematics program in Hardy County
	3. Meeting with principal concerning modern mathematics program in Grant County
	4. Meeting with assistant superintendent and two supervisors concerning mathematics innovation in Berkeley County
	5. Meeting with principals and selected teachers at Great Cacapon and Berkeley Schools
	6. Meeting with the instructional supervisor at the Morgan County Board office
	7. Meeting with teacher of Berkeley Springs Grade School concerning mathematics innovation
	8. Meeting with principal and teachers of Hardy County to discuss modern mathematics program
	9. Meeting with Grant County superintendent
	10. Meeting with teacher at Charleston High School
	11. Meeting with instructional supervisor concerning modern mathematics program in Morgan County
	12. Meeting with teacher and superintendent about Comprehensive Education Program in mathematics for Hardy County
	13. Meeting with one superintendent and a teacher concerning Comprehensive Education Program for Morgan County
	14. Meeting with faculty and principal at Hedgesville and John Street Elementary School
	15. Meeting with principal regarding possible changes in high school mathematics program
	16. Discussion of modern mathematics program with principal

Service Area		Activity
Mathematics	17.	Discussion of modern geometry program with principal at Berkeley Springs
	18.	Discussing proposed modern mathematics program with supervisor of Morgan County
	19.	Discussion of Morgan County mathematics program with five people
	20.	Discussion of cuisenaire rods at Baker Elementary School
	21.	Discussion of modern mathematics program with teacher at high school
	22.	Discussion of current program and future possibilities
	23.	Meeting with principal to discuss high school mathematics
	24.	Conference with principal and faculty regarding cuisenaire rods
	25.	Meeting with principal and faculty regarding development of new programs in mathematics
	26.	Meeting with Wardensville teachers to discuss use of cuisenaire rods
	27.	Meeting with teacher concerning mathematics classes to be offered at Berkeley Springs High School
	28.	Meeting with principal and teacher group of Petersburg Elementary School regarding modern mathematics program
	29.	Meeting with Hampshire County teachers regarding modern mathematics program
Language Arts	1.	Discussing possibility of long range language arts program
	2.	Committee meeting to revise language arts curriculum
	3.	Discuss new reading program with principal and supervisor
	4.	Meeting with Grant County administrators staff
	5.	Talk to supervisors about proposed reading program
	6.	Meeting with teachers from Franklin and Circleville High School
	7.	Meeting with principal and county supervisor to discuss possibility of demonstration center
	8.	Meeting with principal and county supervisor to discuss possibility of pilot reading program
	9.	Meeting in regard to developing teacher aide project
	10.	Meeting with supervisors and superintendent
	11.	Meeting with superintendent, supervisor, and teachers to discuss present and future programs
	12.	Discuss possible demonstration center with Romney Grade School teachers
	13.	Meeting with Region II principals to discuss language arts program
	14.	Discussion of possible language arts demonstration center for Berkeley County
	15.	Discuss reading program for year 1969 with teachers and administrators
	16.	Talk to principals and teachers about possible reading program
	17.	Discussion with superintendents and supervisors related to 1968-69 plan
	18.	Discussion with head of English department at a high school to discuss workshop

Service Area	Activity
Language Arts	19. Discussion and demonstration of reading innovations for high school
	20. Discussion of regional plans with reading supervisor
	21. Discussion of reading program at Pike Side School
	22. Discussion with teachers at Harpers Ferry Grade School
	23. Discussion with remedial reading teacher at Paw Paw Grade School
	24. Discussion of language arts with principal and teacher at Union High School
	25. Discuss possible reading program at the Mathias School
	26. Discuss developmental program for next year
	27. Meeting with principals on possibility of new reading programs
	28. Meeting at Keyser with administrative staff
	29. Meeting with above teachers concerning developmental reading program
	30. Meeting with principal and general supervisor to discuss possible developmental program
	31. Meeting with administrative council to discuss their developmental revision of the language arts program
	32. Discuss language arts program with Grant County English teachers
Guidance	1. Several conferences with prospective counselors from Jefferson, Pendleton, and Grant Counties
	2. Discussion of plans for evaluation of program with administrators from Hardy and Berkeley Counties
	3. Discussions of projected guidance needs with superintendents from Grant, Pendleton, and Jefferson Counties
	4. Discussion of professional guidance library guidance program in Hampshire County with the superintendent

OBJECTIVE I, LEVEL I, CATEGORY 4

Service Area	Activity
Elementary Curriculum	1. Compilation and distribution of research report on non-grading for all elementary principals of Region II
Secondary Curriculum	1. Distribution of copies on non-graded curriculum guide developed by Charles Town High School English Staff to principals and chairman of English Department of Region II
	2. Booklet on Instructional Television Considerations to Region II educators
Multi-Media	1. Development of a video-tape on non-graded school at elementary school
	2. Video-tape of resource center and learning laboratory to be used elsewhere in region
	3. Video-tape of team teaching to be used as model for possible extension of team teaching into other areas
	4. Development of annotated bibliography of reading materials including there said materials may be obtained
Language Arts	1. Brochures for distribution to Region II reading personnel
	2. A written program of inservice education of special education teachers of remedial and corrective reading distributed to Region II teachers
	3. Production of Reading Newsletter distributed to remedial reading teachers
Vocational-Technical	1. Construction of booklet on Safety in Industrial Arts School Shop dispensed to Region II Industrial Arts teachers
	2. Booklet on Instructional Television Considerations to Region II educators
	3. Survey of Industrial Arts in Region II to Region II educators
	4. Occasional papers on vocational education
Fine Arts	1. Reprinted article in Booklet form on architectural forms for distribution to Region II arts teachers
	2. Report in booklet form the summer art workshop in 1968 for high school student of Region II; booklet distributed to Region II schools
	3. Compilation and distribution of memorandum on availability of qualified art personnel to superintendents of Region II
	4. Compilation and distribution of news letter
	5. Distribution of book on Home Economics and Art at the inservice workshop in March, 1968
	6. Manual of Art Formula's and Receipts distributed to Region II teachers
Guidance	1. Monthly memorandum sent periodically to counselors, principals, and superintendents
	2. Guidance newsletter issued to all guidance, supervisory, and administrative personnel within the Region

OBJECTIVE I, LEVEL I, CATEGORY 4 (cont.)

Service Area	Activity
Curriculum Improvement Center	1. Production of educational bulletin for school personnel and interested lay people on innovations being designed and carried out by Region II schools due to aid by Curriculum Improvement Center and other educational information
	2. Report of Summer Curriculum Leadership Conference
	3. Secondary and Elementary constructed by Curriculum Improvement Center, consultants, and Region II school personnel
	4. Handbook on planning school facilities distributed to Administrators of Region II
	5. Document of Regionalization in Region II
Curriculum Improvement Center Consultants	1. Report of follow-up study of 1965 graduation in four out of eight counties

OBJECTIVE II, LEVEL I, CATEGORY 1

Service Area	Activity
Elementary Curriculum	1. Organization of two evening sessions to implement physical education program for eighty teachers and one consultant
Secondary Curriculum	1. Assistance to principals and English teachers in introducing new non-graded English program
	2. Structuring team teaching project with principals and teachers
	3. Assistance to one principal and teacher in introducing novel science program
	4. Assistance to teacher in introduction of new mathematics project on the elementary level
	5. Aid to junior high school at Martinsburg in initiating educational innovations
	6. Aid to Region II supervisors in designing inservice programs
Special Education	1. Demonstration of materials to be used for special education teacher
	2. Development of two new special education classes in one county
Fine Arts	1. Demonstration of mural project for one teacher
	2. Crayon demonstration for one special education teacher
	3. Six grade art project demonstration
	4. Demonstration for junior high teacher and in another instance eighth grade teacher
	5. Carrying out art program as part of team teaching at one high school
	6. Demonstration of art and home economics for home economics teacher
	7. Development of art curriculum with elementary faculty at one elementary school
	8. Demonstration of art program activity for one elementary school teacher
	9. Demonstration for faculty of new art techniques at one school
	10. Special education demonstration for one special education teacher and one principal of one school
	11. Demonstration and conference for fifth grade elementary teacher
	12. Demonstration for faculty at Wright Denny School
	13. Special education demonstration at Blue Ridge Elementary School
	14. Faculty demonstration at North Berkeley Elementary School
	15. Conference with Hardy County Art Sub-committee to initiate county art exhibit
	16. Conference with principal at Hedgeville High School
	17. Conference with Berkeley Springs High School teacher to initiate art program
	18. Conference with Petersburg High School teacher regarding high school program
	19. Demonstration for teacher in grades one through six at Springfield-Green Elementary School

OBJECTIVE II, LEVEL I, CATEGORY 1 (cont.)

Service Area	Activity
Fine Arts	20. Demonstration for teacher at Berkeley Springs High School
	21. Demonstration and conference with principal at New Creek Elementary School
	22. Special project on sixth grade architecture unit at Augusta and Springfield Elementary Schools
	23. Demonstration for traveling art teacher in Jefferson County
	24. Conference with one teacher at Cacapon Bridge Junior High School
Language Arts	1. Workshop with Willowbrook High School teachers and department heads
	2. Work with teachers in Elmhurst District Number Three Elementary School
	3. Work with teachers in North Brook public schools
	4. Work with Petersburg High School teachers on reading program for two days
	5. Work with reading and interested other teachers on reading program for three days
	6. Work with corrective reading teachers for four days
	7. Work with teachers of two schools on reading materials
	8. Work with two teachers from Circleville on reading innovations
	9. Discussion of remedial reading program with teacher at North Berkeley Grade School
	10. Seven days of work with individual language arts teacher
	11. Discussion of problems with junior high school teachers
	12. Working with teachers of Circleville and Franklin Schools
	13. Working with teacher at Bayard High School
	14. Working with Circleville English teacher
	15. Working with another English teacher
	16. Talking to principal about combined exhibit
	17. Working with reading teachers of Region II
	18. Working with high school language arts and reading teachers
	19. Discussion of a problem with reading teacher
	20. Assisting Pike Side principal in language arts planning
	21. Working with one through six grade teachers at Mathias Grade School for two occasions
	22. Assistance to teachers at Berkeley East and Berkeley North Elementary Schools with this problem
	23. Work with individual teachers at Romney Grade School
	24. Work with grades four to six teachers individually
	25. Work with teachers of Circleville and Franklin Grade School on their problems
	26. Work with teacher of parochial school solving problems
	27. Demonstration and discussion of reading problems with teachers
	28. Assistance to remedial teachers in corrective reading center for three days
	29. Demonstrating remedial reading programs at three junior high schools and one high school
	30. Deliver reading materials and work with school teachers
	31. Meeting with supervisor about corrective reading teachers reading class

OBJECTIVE I, LEVEL I, CATEGORY 1 (cont.)

Service Area		Activity
Language Arts	32.	Work on corrective reading program with remedial reading teacher of Berkeley County
	33.	Demonstrate materials for school
	34.	Teaching lesson and introducing materials for grades one to six
	35.	Help solve problems of corrective reading programs
	36.	Help solve problems of reading at Wardenville School
	37.	Work with corrective reading teacher at Mathias School
	38.	Teach lesson and introduce new materials to Petersburg Grade School
	39.	Help corrective reading teacher at Martinsburg High School on reading problems
	40.	Work with corrective reading teachers for three days in Pendleton County
	41.	Discussion of problems and demonstration with remedial reading teacher
	42.	Discussion of problems and subsequent assistance in their solution
	43.	Demonstration for Seneca Road School
	44.	Work with resource teacher at Franklin Grade School
	45.	Demonstrate and discuss problems with Mathias Grade School teachers
	46.	Work with Union High School teachers
	47.	Work with individual teachers of Romney Grade School
	48.	Work with classroom and media teachers at Paw Paw Grade School
	49.	Work with classroom teacher at Romeny Grade School
Vocational-Technical	1.	Helping an Industrial Arts teacher at Paw Paw High School plan facility alterations
	2.	Design of carrels for South Junior High School
	3.	Planning an independent study room for Charles Town High School with assistant superintendent and architect
	4.	Planning vocational facilities unit with supervisor
	5.	Demonstration teaching with teacher of Martinsburg High School
	6.	Work with director of vocational school on scheduling problems
	7.	Work with industrial arts teacher at North Junior High School
	8.	Berkeley County Industrial Arts Construction Project
Multi-Media	1.	Follow-up articles for advising building coordinators and visiting personnel
	2.	Further conferences with building coordinators of Mineral County
	3.	Advisor to principal on purchasing of media needs of team teachers and total school program
	4.	Started Media in Residence program at South Martinsburg Junior High School; this includes, a room equipped with necessities for producing materials and assistance to teachers in equipment operation. Some equipment and all transparencies were provided by the Curriculum Improvement Center

OBJECTIVE II, LEVEL I, CATEGORY 1 (cont.)

Service Area	Activity
Multi-Media	5. Conference with guidance director on use of slide projector provided by the Jefferson County Mental Health Association
	6. Advising on special education media purchase
	7. Advising person concerning use of video-tape recorder
	8. Training conference for teachers of one school preliminary to teachers conducting Audio Visual county workshop
	9. Instruction of four teachers of one high school in use of dark room
	10. Video-taping session in a grade one mathematics class
	11. Video-taping in two special education classes
	12. Assistance with education media Sub-committee in one county with developed survey instrument for advisory purposes
	13. Instruction to twelve teachers in use of video-tape recorder
	14. Three sessions in use of audio-visual equipment (forty people)
	15. Instruction of two teachers in darkroom technique
	16. The showing of the video-tape recorder to forty teachers
	17. Assistance to teachers in planning for audio-visual materials
	18. Instruction to teachers in use of audio-visual materials
	19. Conference regarding teachers aide program and formation of audio-visual sessions for the program
	20. Conference with assistant superintendent regarding video-taping for summer studies
	21. Conference with supervisor regarding elementary workshop
	22. Serving as advisor for teachers at Charles Town High School
	23. Video-taping at Green Elementary School
	24. Video-taping at Charles Town High and Junior High Schools
	25. Video-taping at Harper's Ferry High School
Mathematics	1. Group meeting with mathematics teachers, member of state department and assistant superintendent at Charleston High School to discuss current mathematics problems
	2. Meeting with Wardensville High School teachers in discussion of cuisenaire materials which he delivered
	3. Discussion of cuisenaire rods with two teachers
	4. Meeting with principal concerning cuisenaire rods
	5. Meeting with teacher of South Junior High School, Martinsburg concerning eighth grade mathematics
	6. Workshop for Wardensville and Moorefield Elementary School teachers on cuisenaire rods
	7. Meeting with principal on cuisenaire rods
	8. Worked with cuisenaire rods for principal
	9. Worked with supervisor on modern mathematics
	10. Assistance to two mathematics teachers concerning mathematics problems in Morgan County
	11. Meeting with a teacher to discuss problems with mathematics
	12. Meeting with teacher of Berkeley Grade School about materials for slow students

OBJECTIVE I, LEVEL I, CATEGORY 1 (cont.)

Service Area	Activity
Mathematics	13. Follow-up materials and problems with principal and teacher
	14. Provided aid to Martinsburg mathematics faculty in selection of new mathematics
	15. Aid to a teacher in implementation of new mathematics program
	16. Discussion of mathematics test results with principal
Guidance	1. Aid to guidance person at Charleston High School in Jefferson County concerning better use of time and records
	2. Assistance to a visiting teacher in Mineral County in implementing more creative approaches to potential dropouts and parents
	3. Initiation of elementary guidance pilot programs with a principal specific to selected Morgan County Schools
	4. Preparation of counselors with principal of Harper's Ferry High School in Jefferson County
	5. Improvement of general curriculum with guidance effort with principal of Circleville Grade and High School in Pendleton County
	6. Grouping of pupils in a non-graded high school with principal of Wardensville High School in Hardy County
	7. Application of non-graded approach to language arts with principal of Charlestown High School in Jefferson County
Curriculum Improvement Center	1. A creative writing workshop during two weeks of summer months for selected high school students over the past three years at Shepherd College
	2. Space Science and Mathematics seminar during the three weeks of summer months for students of Region II
	3. Two music workshops for outstanding senior high school student with varied activities
	4. For two consecutive summers, consultants provided theory and practice instruction to initiated high school students in the fine arts

OBJECTIVE II, LEVEL I, CATEGORY 2

Service Area	Activity
Elementary Curriculum	1. Formation of elementary school principals association for Region II
Fine Arts	1. Formation of Morgan County Art Sub-committee 2. Formation of Hardy County Art Sub-committee
Language Arts	1. Organization of remedial reading teachers into Region II Reading Association 2. Organization of Region II Reading Council with members consisting of educators and interested parents from Region II
Vocational-Technical	1. Formation of Industrial Arts Sub-committee
Mathematics	1. Formation of Mathematics Sub-committee
Curriculum Improvement Center	1. Regional Instructional Television Advisory Committee

OBJECTIVE I, LEVEL II, CATEGORY 1

Service Area	Activity
Elementary Curriculum	1. Arrange three meetings of previously formed elementary principals association; brought in consultants to assist
Secondary Curriculum	1. Planning with National Training Laboratory Personnel in conducting sensitivity training program for twenty teachers, supervisors and principals
	2. Assistance to National Training Laboratory in conducting workshop for twenty people from two high schools
Mathematics	1. Arrange for State Department representative to give classroom demonstration and workshop for Region II mathematics teachers
	2. Arrange for teachers skilled in new mathematics to speak at workshops for five counties
	3. Arrange for female pedagogue from Schools of the Future in New York City to conduct seminar for several teachers from each of the eight counties
	4. Planning with superintendent and supervisors at Franklin High School
	5. Planning sessions with assistant superintendent
	6. Meeting with supervisor and State Department educator concerning November workshop
	7. Meeting with supervisor to discuss future plans
	8. Meeting with assistant superintendent to discuss October 14 workshop
	9. Meeting at Charleston High School to discuss sponsoring Jefferson County Workshop
	10. Planning Workshop at Wardensville Grade School, November 20
	11. Meeting with consultant from State Department of Education concerning his proposed visit
	12. Meeting with supervisor concerning plans for upcoming Berkeley workshop
	13. Previewing of films with a supervisor to be used for workshop in Berkeley County
	14. Planning of January mathematics meeting and inservice work
	15. Meet with supervisor regarding Mathematics workshop
	16. Meeting with supervisor concerning February mathematics workshop
	17. Discussing use of cuisenaire rod workshop with two people, supervisor and Region II teacher
	18. Meeting with supervisor to plan mathematics workshop
	19. Meeting with three school officials regarding and urging use of Region II teacher for Moorefield Mathematics Workshop
	20. Meeting with concerning possibility of Region II teacher doing consultant work
	21. Planning mathematics workshop with two mathematics people
	22. Talking with principal regarding workshop in Jefferson County
	23. Planning for mathematics workshop in Keyser with supervisor
	24. Planning Mineral County Mathematics workshop with supervisor
	25. Talking to supervisor about her possible consulting help
	26. Planning workshop with a principal on cuisenaire rods

OBJECTIVE I, LEVEL II, CATEGORY 1

Service Area	Activity
Mathematics	27. Discussion of future cuisenaire rod workshops
	28. Meeting in Petersburg concerning teacher initiation on cuisenaire rods
	29. Planning cuisenaire rods workshop with a supervisor
	30. Planning with supervisor concerning participants for Mathematics workshop
	31. Planning cuisenaire seminar with Region II supervisor
	32. Planning for fall mathematics programs with supervisor
Language Arts	1. Planning and discussing of remedial reading program with two teachers
	2. Inquiry into possibility of speaker for reading institute
	3. Consultation with Curriculum Improvement Center Board of Control concerning reading workshop
	4. Arranging for reading meeting
	5. Stopping off to obtain signature on Mini-Grant proposal
	6. Meeting with regional association steering committee to plan for next year
	7. Discussing plans for inservice training
	8. Discussing plans for inservice teaching
	9. Preparing for reading institute
	10. Meeting of steering committee of Regional II Reading Center Association
	11. Planning next years language arts program on several separate occasions
	12. Planning demonstration center
	13. Planning demonstration center with Comprehensive Education Program
	14. Planning with four superintendents and one supervisor a training program for remedial/corrective teaching
	15. Planning an inservice training with remedial teachers
	16. Discussing program plan
	17. Planning with steering committee of Region II Reading Association
	18. Planning Reading Institute questionnaire
	19. Planning regional conference at Berkeley Grade School
	20. Steering committee meeting

OBJECTIVE I, LEVEL II, CATEGORY 2

Service Area	Activity
Elementary Curriculum	1. Meeting of PTA on non-gradeness
Special Education	1. Two meetings with new personnel
Fine Arts	1. Evening PTA program - Romney Grade School
	2. Evening PTA program - Durgen Elementary School Moorefield
Vocational-Technical	1. Regional School Board Meeting at Romney with some board members
Multi-Media	1. Took pictures for use in Jefferson County Board Election
Mathematics	1. Spent a few weeks visiting and getting acquainted with teachers and administrators in the eight county region
	2. Attended West Virginia Council of Math teachers in Buckhannen and served as a panel member describing math services available from our Center
	3. Visited and talked with each math teacher at Berkeley Springs High School and Junior High School
	4. "Getting acquainted" Conference with Mr. Ganet in Moorefield and Mr. Henderson in Romney
	5. Spoke to Leetown PTA on new math programs
	6. Served as member of West Virginia Council for teachers and superintendent math panel
Language Arts	1. Meeting and discussion reading programs with 12 school staff members
	2. Discussed reading with several teachers
	3. Speech on remedial reading before primary and intermediate school lend
	4. Spoke to Franklin Grade School PTA
	5. Spoke to Seneca Rock PTA
	6. Met with Councilmen Supervisor at Berkeley Springs
Guidance	1. Speech before Pendleton County Educational Association on the team approach to guidance
	2. Speak at the Jefferson County Community Meeting on developmental guidance in the total school program
	3. Speech before the Guidance Division of the West Virginia Education Association
	4. Talk at the State meeting of the Association of Supervision and Curriculum Development on evaluation

OBJECTIVE I, LEVEL II, CATEGORY 3

Service Area	Activity
Secondary Curriculum	1. Assist elementary principals in graduation activities
Special Education	1. Inventory of teacher certification in Berkeley County and Jefferson County
	2. Conference with Board of Education for administration of Achievements Tests
	3. Administering wide range achievement tests in four schools in three different counties
	4. Administration of wide range achievements tests to four schools in three different counties
Fine Arts	1. Visitation to elementary school in Grant County with supervisor
	2. Follow-up visitation with two State Department representatives to Mineral County Schools
	3. Follow up visitation with Green Elementary School person
Vocational-Technical	1. Evaluation of Mineral County industrial arts facilities
	2. Comprehensive Education Program evaluation with a superintendent in Morgan County
	3. Industrial Arts sub-committee report with a teacher at South Junior High School in Berkeley County
	4. Inspection of shop programs in Berkeley County Schools
Multi-Media	1. Visit to Hampshire County Elementary Schools to survey equipment and determine needs
	2. Meeting with school officials concerning evaluation of inservice activities of one elementary school
Mathematics	1. Visit to five elementary schools in Grant County and met with faculty members
	2. Visit to elementary schools around Mt. Storm area
	3. Meeting with Mathematics sub-committee of Hardy County to evaluate mathematics program
	4. Visit to special education class, general mathematics class, and first grade class
	5. Check on progress of mathematics program at Wardensville Grade School
	6. Check on materials on loan to teachers
	7. Observation of class taught by Region II teacher using cuisenaire rods
	8. Assistance of Special Education specialists in testing specia education students
	9. Check on progress of eighth grade Algebra class in Berkeley Springs
	10. Functioning as member of evaluation team on Hardy County Schools
	11. Check on progress of special education general mathematics and first grade mathematics using cuisenaire rods in Parkersburg

OBJECTIVE I, LEVEL II, CATEGORY 3 (cont.)

Service Area	Activity
Language Arts	1. Inspection of school reading programs
	2. Observe classes at Petersburg Grade School for two days
	3. Visit to Willowbrook High School to investigate reading program
	4. Attend mid-year evaluation at Grant County
	5. Work on mid-year evaluation in Grant County
	6. Three day meeting with corrective/remedial reading teachers to evaluate and revise program
	7. Observation of new high school programs
	8. Observation of classes at Circleville, Franklin, and Petersburg High Schools
	9. Observation of taped reading classes
	10. Evaluation of Comprehensive Education Program in two counties for two days
	11. Evaluate high school program in reading for two days
	12. Observation of remedial program at Ridgeley High School

OBJECTIVE I, LEVEL II, CATEGORY 4

Service Area		Activity
Secondary Curriculum	1.	Discussion with educational television chairman of Region II
Special Education	1.	Invesitgation of Special Education Instruction Center services offered by University of Kentucky for possibility of introduction into Region II
	2.	Investigation of possible summer programs for teachers in special education
	3.	Investigation into possible track meet for retarded children by attending Annual Track Meet for retarded children
	4.	Visit to view special education program in Jefferson County with State representatives from Department of Education
Fine Arts	1.	Visitation to Monongalia County Cultural Arts Program
	2.	Visitation to Television Arts Program in Washington County, Maryland
Multi-Media	1.	Visit to Shenandoah Valley Education Television at Harrisburg, Virginia, to determine if Region II could receive television for the transmissions
	2.	Conference with man from Special Education Media Center to determine available center
	3.	Investigating possibility of incorporating a video-tape system in a school system with Region II principal
	4.	Visit to Bryant Woods and Sun Rise Elementary Schools in Delaware to view innovative programs
	5.	Visit to high school out of Region II to view application of video-tape chain
Mathematics	1.	Talk with representative from Wang Computer Laboratory
	2.	Visit to PACE Center in Parkersburg
Language Arts	1.	Visit to various schools in view their corrective/reading programs
	2.	Talk to Arlington educators and members of education department to discuss guidelines for mini-grant proposal
	3.	Visit to a social studies material display
	4.	Visit to a school's developmental reading program
	5.	Visit with educator of Eastern West Virginia Agency about establishing teacher aide project
	6.	Visit to a board of education office about new programs
	7.	Visit to Office of Education regarding Education Professions Service Act
	8.	Visit to Beckley and Paw Paw Elementary School
	9.	Visit to Department of Labor and Manpower Development to discuss teacher training project
	10.	Discussion with Illinois Reading consultant and educational materials salesman

OBJECTIVE II, LEVEL II, CATEGORY 1

Service Area		Activity
Special Education	1.	Attend workshop on special education sponsored by two Universities on subject of statewide Special Education program
Fine Arts	1.	Attend Regional Elementary Principal Conference
	2.	Attend State Superintendents Art Conferece
	3.	Attend Regional Secondary Principal's Conference
	4.	Attend the Cavel Conference in Washington, D.C.
	5.	Attend Regional Elementary Principal's Conference
Multi-Media	1.	Attend meeting of Association Supervision and Curriculum Development
Mathematics	1.	Attend meeting of West Virginia Association Supervision and Curriculum Development
	2.	Visit to a workshop in Berkeley County
	3.	Attend Romney Elementary Principals meeting
	4.	West Virginia Education Association Drive In Conference
	5.	Attend meeting of West Virginia Association for Supervision and Curriculum Development
	6.	Meeting with supervisors at Bank of Romney
	7.	Attend a meeting with elementary principals in Berkeley County
	8.	Meeting with supervisors in Charleston
	9.	Attend Cacapon Lodge Meeting with PACE Center personnel
	10.	Attend Cacapon Lodge Meeting with elementary principals
	11.	Meeting relative to Comprehensive Educational Program in Romney, West Virginia
	12.	Attend two sensitivity training sessions
	13.	Attend meeting of Curriculum Council at Baker
	14.	Meeting relative to Title III at Jackson Mill
Language Arts	1.	Confer with members of State Department of Education
	2.	Attend meeting of West Virginia Teachers Association
	3.	Meeting relative to language arts program
	4.	Attend three day Association of Supervision and Curriculum Development Conference
	5.	Attend Second Annual dinner for educators and school board members of Region II
	6.	Attend International Reading Association Convention in Seattle for five days
	7.	Meeting with language arts representative for State Office of Education
	8.	Attend Language Arts Conference at State Department of Education
	9.	Attend meeting with regional supervisors
	10.	Attend Follow-up Conferences of supervisors and coordinators at East Kentucky University at Richmond, Kentucky
	11.	Attend Elementary and Secondary Education Act, Regional VI, Title III Language Arts and State Personnel Meeting
	12.	Attend Association of Supervision and Curriculum Development 4-10-69 meeting and bank
	13.	Attend International Reading Association Convention

OBJECTIVE II, LEVEL II, CATEGORY 1 (cont.)

Service Area	Activity
Language Arts	14. Attend workshop in reading
	15. Attend faculty meeting in Charleston
	16. Attend teacher conference at Charleston
	17. Attend Association Supervision and Curriculum Development meeting for four days
	18. Attend State International Reading Convention
	19. Attend Elementary Principals meeting in Region II
	20. Attend two day Drive-In Conference
	21. Attend supervisors meeting
Guidance	1. Attend National Convention of the American Personnel and Guidance Association
	2. Attend the State Conference of the West Virginia Guidance and Personnel Association
	3. Attend Area Vocational Meeting sponsored by the Appalachia Educational Laboratory
	4. Assist in direction of special study of counselor's role in team teaching and non-graded schools in three Florida counties

OBJECTIVE II, LEVEL II, CATEGORY 2

Service Area	Activity
Vocational-Technical	1. Meeting with Grant County Board of Education on vocational school plans
	2. Meeting with Vocational Advisory Committee with director of vocational school and concerned citizens
	3. Work with architect at Fall Church, Virginia
Multi-Media	1. Assist Potomac State College Education Media Group in planning an audio-visual section of teacher aid training program
	2. Advising board of education members on video tape equipment
Mathematics	1. Open Piedmont School Workshop for elementary mathematics teachers to interested citizens
	2. Open Shepherdstown School Workshop for elementary teachers to interested citizens
	3. Teacher-aides class at Potomac State College
	4. Direct section of workshop for forty teachers aides
Language Arts	1. Assist in-service training for two days
	2. Discuss 1968 Language Arts plan with Board of Education
	3. Teacher aide program at Potomac State College
Guidance	1. Discussion of human growth and development in the middle years at special meetings for teacher aids in Martinsburg and Petersburg

OBJECTIVE III

Service Area	Activity
Special Education	1. Aid to special education teacher in writing project for Developmental Center
	2. Work with State Department and Developmental Center on proposal to receive federal funds for Developmental Center
	3. Visit by person from V.S. Office of Health, Education, and Welfare concerning funding of Developmental Center
	4. Conference with staff member of Eastern Pan Handle Training Center relevant to summer program
Fine Arts	1. Two conferences regarding Title I art program with Hardy County sub-committee
	2. Numerous conferences with Hardy County personnel regarding Title I art program
	3. Hardy County sub-committee meeting regarding Title I, National Defense Education Act, art program
	4. Meeting regarding Title II art program
Vocational-Technical	1. Title I planning with pedagogues from Pendleton County
	2. National Defense Education Act Title III Project development with superintendent at Morgan County
	3. Plan National Defense Education Act with educators of Mineral County
	4. Hardy County Elementary and Secondary Education Act-Title III planning with a supervisor
	5. Special education planning with two staff members of the Developmental Center in Keyser, West Virginia
Multi-Media	1. Conference concerning use of Elementary and Secondary Education Act Title II funds
	2. Assist supervisor of Hardy County with Title II Elementary and Secondary Education Act fund expenditures
	3. Assist Eastern Pan Handle Training Center in producing slides for public relations
	4. Conference with supervisor concerning Title I program
	5. Conference with special programs coordinator of Jefferson County in regard to Federal Program
Language Arts	1. Meet with Department of Education official concerning Title IV project
	2. Attend Cedar Lakes Title II Spring State Convention
	3. Meeting with two superintendents and two assistant superintendents regarding Language Arts program

Service Area	Activity
Mathematics	1. Meet official of State Department at airport
	2. Drive to Romney for meeting
	3. Meet official of State Department at Hagerstown Airport
	4. Transport official to Wardensville Hotel
	5. Transport official to airport
	6. Transport Special Education Specialists to Gerardstown Elementary
	7. Deliver materials to two individuals, one at Berkeley Grade School and Berkeley Springs Junior High School
	8. Obtained cuisenaire rods for Mathematics workshop
	9. Greet consultant at airport
	10. Take consultant to Washington, D.C.
	11. Deliver materials to supervisor and principal
	12. Deliver cuisenaire rods to Region II elementary teacher
Language Arts	1. Obtain reading materials for a junior high school
	2. Deliver suggested skills and program
	3. Deliver program materials
	4. Collect reading materials
	5. Two days on delivering materials for high schools
	6. Deliver materials
	7. Transport consultant for Grant County Inservice workshop
	8. Take consultant to airport
	9. Transport consultant to airport
	10. Transport consultant to Moorefield
	11. Transport consultant to airport
	12. Deliver materials
	13. Greet state art consultant
	14. Take state art consultant back to airport
	15. Collect materials from North Berkeley Grade School
	16. Give grades one to six structure to superintendent of Morgan County
	17. Deliver written speeches to general supervisor of Berkeley County
	18. Deliver programs at Romney Board
	19. Two days on delivering program of Reading Institute
	20. Take consultant to airport
	21. Delivered combined paper back exhibit
	22. Deliver materials to reading teacher
	23. Deliver reading materials to Bayard High School
	24. Deliver educational television materials to Petersburg, Franklin, and Circlesville High Schools
	25. Collect materials from Charlestown High School
	26. Deliver materials twice
	27. Deliver materials to Berkeley Springs
	28. Transport participant to conference
	29. Deliver materials for three days
	30. Deliver materials August 8, 1968
	31. Transport consultant for inservice training program on August 12
	32. Deliver materials to Ranson School
	33. Deliver materials to Board of Education Office Business Manager

UNCLASSIFIED (cont.)

Service Area	Activity
Language Arts	34. Take Center specialist to airport
	35. Deliver materials for Reading Conference to all counties
Multi-Medai	1. Obtain video-taping equipment for Curriculum Improvement Center at Bethsada, Maryland
	2. Obtain and receive slide series from Jefferson County Mental Health Association
	3. Deliver slides to Jefferson County Mental Health Association
	4. Delivery of materials to teachers in special education
	5. Trip to camera shop to confirm availability of equipment in Washington, D.C.

Appendix D

MEMORANDUM

TO: Selected School Personnel in the Region Served by the Curriculum Improvement Center, Shepherd College.

FROM: David A. Puzzuoli and the Evaluation Staff

SUBJECT: Curriculum Improvement Center Evaluation Study

DATE: October 1, 1969

The board of Control of the Curriculum Improvement Center, Shepherd College, (the Title III Pace Center for Region II) has contracted with Educational Research and Field Services, West Virginia University, to evaluate the program of the Center. One phase of the overall evaluation study is the administering of a questionnaire to selected school personnel in the region served by the Center.

Through the process of random sampling, you have been selected to participate in the evaluation. It is our hope that you will cooperate and become involved in this evaluation study. In order that the study is valid, we are asking you to take the time from your busy schedule to complete the attached questionnaire.

It is only through your cooperation and expressed opinion that we are able to obtain relevant and appropriate data. From this data, we should be able to assist the Center in its mission to assist the schools in helping children learn.

Thank you for your cooperation; please return the completed questionnaire to the office of your principal in order that the questionnaire may be forwarded to the office of the superintendent.

CURRICULUM IMPROVEMENT CENTER

QUESTIONNAIRE

1. Please check one of the following:
My position in the school system is:
1. Administrator and Member of the Board of Control of the Center _____
2. Member of the County's Central Administrative Staff _____
Assistant Principal or Principal _____
Elementary Teacher _____
Secondary Teacher _____

2. If you are a secondary teacher, please list the major area of the secondary curriculum for which you are responsible. Major area: ____________________

3. A. I am eployed by the __________________ County Schools.
B. I am employed in the parochial schools of ______________ county.

This questionnaire asks your opinion on several aspects of the total program of the Curriculum Improvement Center (the Title III Pace Center for Region II in West Virginia).

Please circle the number following each statement which best describes your attitude about the statement in relation to the following scale: (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, (5) strongly disagree:

I: THE CENTER'S ROLE

1.	The service program of the Center meets a definite educational need in my county.	1 2 3 4 5
2.	The Center and its services should be discontinued.	1 2 3 4 5
3.	The Center's role in my county school system is generally understood by most teachers.	1 2 3 4 5
4.	The time and expertize of the Center's personnel have been useful in stimulating the incorporation of innovative ideas into my county school system.	1 2 3 4 5
5.	The implementation of innovative educational concepts in my county has been accelerated due to the influence of the Center.	1 2 3 4 5

(1) strongly agree, (2) agree, (3) uncertain, (4) disagree, (5) strongly disagree

II. REGIONAL RELATIONSHIPS

6. Cooperation between the school system in the Region has increased significantly due to activities of the Center's personnel. 1 2 3 4 5
7. The activities of the Center's personnel have improved communications between the schools in the Region. 1 2 3 4 5
8. The leadership provided by the Center's staff has helped in upgrading the learning experiences of the pupils in the Region. 1 2 3 4 5
9. Services of the Center's Specialists should be primarily initiated by the requests of the classroom teachers. 1 2 3 4 5
10. The Center's Specialists should be free to offer their services whenever they observe a need for their service. 1 2 3 4 5
11. The Center's Specialists are fulfilling an educational need in the schools of the eight county Region. 1 2 3 4 5

III. SERVICES OF CURRICULUM SPECIALISTS

12. The services of the Center's Specialists have stimulated curriculum development in my county. 1 2 3 4 5
13. Field trips and/or visitations conducted by the Center's Specialists have stimulated changes to occur in the curriculum of my county. 1 2 3 4 5
14. Printed materials published by the Center have generated new concepts to be integrated into my school's curriculum. 1 2 3 4 5
15. New classroom organizational patterns have occurred in my county due to the influence of the Center's curriculum specialists. 1 2 3 4 5
16. Printed materials published by the Center have been of value in assisting teachers to implement curricular innovations in my county. 1 2 3 4 5
17. The Center Specialists have stimulated the organization of relevant local professional organizations. 1 2 3 4 5
18. Teaching techniques suggested and/or demonstrated by the Center's Specialists have stimulated changes to occur in the classroom's of my school. 1 2 3 4 5
19. "On the job" assistance by the Center's Specialist teachers and/or administrators has aided in solving practical problems. 1 2 3 4 5
20. The over-all evaluation of the contribution of the Center's Specialists to the improvement of education in my county is excellent. 1 2 3 4 5

(1) strongly agree, (2) agree, (3) uncertain, (4) disagree, (5) strongly disagree

IV. IN-SERVICE WORKSHOPS

21. The external consultants brought to in-service workshops through the efforts of the Center caused me to review the educational program in my county. 1 2 3 4 5
22. The external consultants brought to in-service workshops through the efforts of the Center have caused changes to take place in the educational program in my county. 1 2 3 4 5
23. Attendance at in-service workshops sponsored by the Center was worthless. 1 2 3 4 5
24. The in-service workshops conducted by the Center's curriculum specialists have caused changes to occur in the curriculum of my county. 1 2 3 4 5
25. The concepts presented in the workshops sponsored by the Center are not relevant or appropriate to the schools in the Region. 1 2 3 4 5
26. In-Service Workshops conducted by the Center's Specialists appear to be unorganized and unplanned. 1 2 3 4 5

Continue on next Page

27. The Curriculum Improvement Center has been in operation for approximately 3 years. Therefore, it has been difficult to design a questionnaire which would reflect all of its programs and services during this 3 year period.

In this portion of the questionnaire, we would like for you to indicate your reflections or opinions of the impact the Center has had on education in your county.

roup______________ ______________County

y________________ ________________Date

WEST VIRGINIA UNIVERSITY
EDUCATIONAL RESEARCH AND FIELD SERVICES
INTERVIEW QUESTIONNAIRE

How has the Curriculum Improvement Center worked with you during its existence?

1. Project or Idea Initiation - ____I, ____M, ____O, ____A, ____Other

2. Project or Idea Implementation - ____I, ____M, ____O, ____A, ____Other

3. Participation in Workshops, Conferences, etc. (Number, Purpose)
____I, ____M, ____O, ____A, ____Other

a. Local

b. Out-of-County

4. What are you now doing as the result of assistance you received from The Curriculum Improvement Center? ____I, ____M, ____O, ____A, ____Other

General attitude toward the Curriculum Improvement Center

Poor ____: ____: ____: ____: ____: ____: ____: ____: ____: ____: Excellent

Comments:

Appendix E

TABLE XIII

PERCENTAGE RETURN OF QUESTIONNAIRES BY COUNTY AND POSITION

Position	Number Received	Number Anticipated	Percentage Return
Berkeley			
Central Office Staff	4	10	40.0
Principals	14	23	60.9
Teachers	45	58	77.6
Composite	63	91	69.2
Grant			
Central Office Staff	3	3	100.0
Principals	7	8	87.5
Teachers	36	35	102.9
Composite	46	46	100.0
Hardy			
Central Office Staff	3	4	75.0
Principals	11	11	100.0
Teachers	33	36	91.7
Composite	47	51	92.2
Hampshire			
Central Office Staff	3	3	100.0
Principals	8	10	80.0
Teachers	13	21	61.9
Composite	24	34	70.6
Jefferson			
Central Office Staff	4	5	80.0
Principals	16	17	94.1
Teachers	30	37	81.1
Composite	50	59	84.7
Mineral			
Central Office Staff	6	7	85.7
Principals	8	16	50.0
Teachers	13	27	48.1
Composite	27	50	54.0

TABLE XIII (cont.)

PERCENTAGE RETURN OF QUESTIONNAIRES BY COUNTY AND POSITION

Position	Number Received	Number Anticipated	Percentage Return
		Morgan	
Central Office Staff	4	5	80.0
Principals	7	8	87.5
Teachers	32	32	100.0
Composite	43	45	95.6
		Pendleton	
Central Office Staff	2	2	100.0
Principals	7	7	100.0
Teachers	25	28	89.3
Composite	34	37	91.9

TABLE XIV

PERCENTAGE RESPONSE BY COUNTY AND POSITION TO OPTIONAL QUESTION #27

Position	Number of Answers	Number of Returned Questionnaires	Percentage Participation
		Berkeley	
Central Office Staff	1	4	25.0
Principals	11	14	78.6
Teachers	32	45	71.1
Total	44	63	69.8
		Grant	
Central Office Staff	3	3	100.0
Principals	6	7	85.7
Teachers	19	36	52.8
Total	28	46	60.9
		Hardy	
Central Office Staff	3	3	100.0
Principals	9	11	81.8
Teachers	21	33	63.6
Total	33	47	70.2
		Hampshire	
Central Office Staff	2	3	66.7
Principals	6	8	62.5
Teachers	11	13	69.2
Total	19	24	66.7
		Jefferson	
Central Office Staff	4	4	100.0
Principal	13	16	81.3
Teachers	23	30	76.7
Total	40	50	80.0
		Mineral	
Central Office Staff	5	6	83.3
Principals	6	8	75.0
Teachers	9	13	69.2
Total	20	27	74.1

TABLE XIV

PERCENTAGE RESPONSE BY COUNTY AND POSITION TO OPTIONAL QUESTION #27 (cont.)

Position	Number of Answers	Number of Returned Questionnaires	Percentage Participation
		Morgan	
Central Office Staff	1	4	25.0
Principals	7	7	100.0
Teachers	25	32	78.1
Total	33	43	76.7
		Pendleton	
Central Office Staff	2	2	100.0
Principals	6	7	85.7
Teachers	15	25	60.0
Total	23	34	67.6

Appendix F

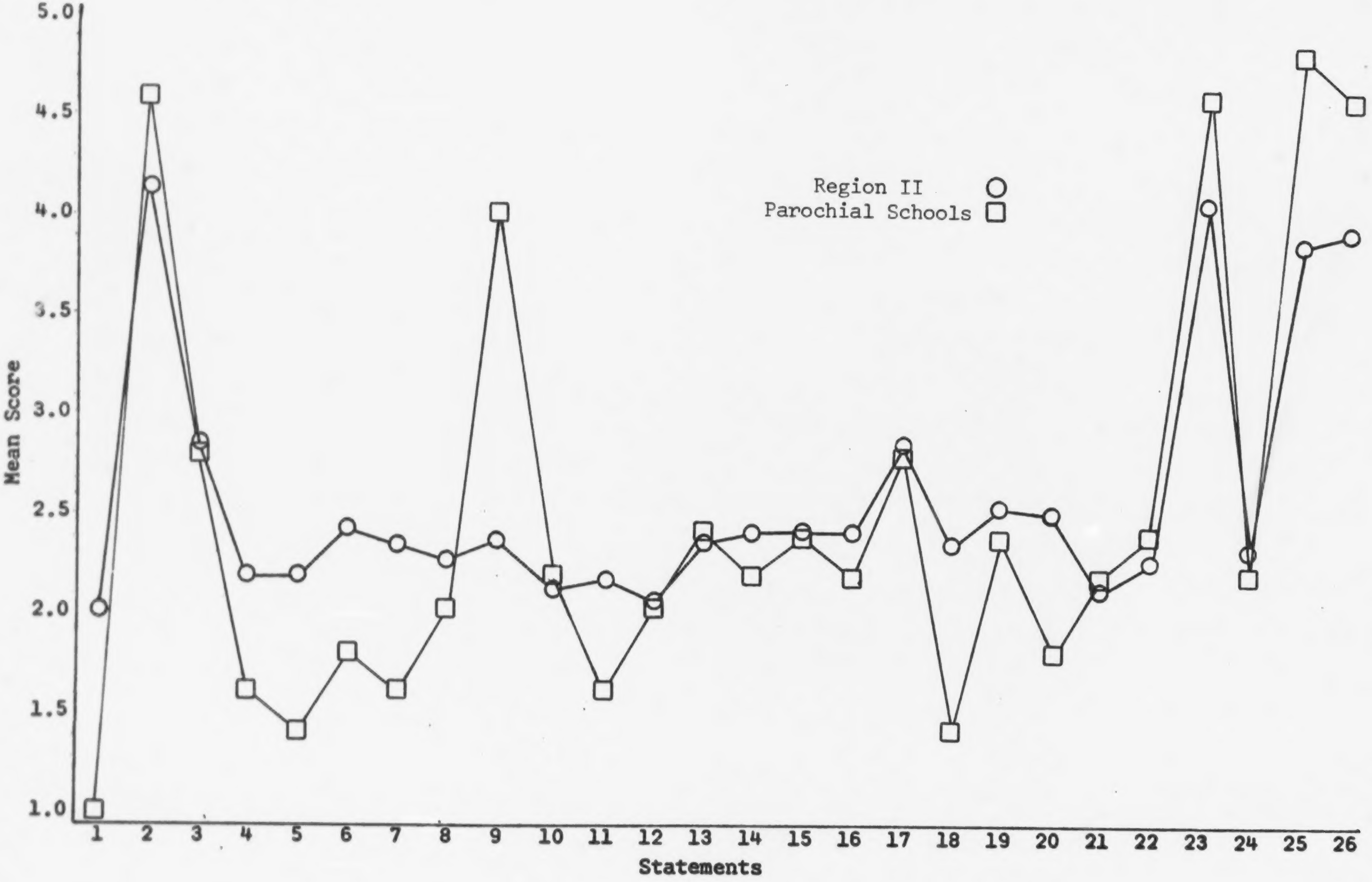

Figure 2

A COMPARISON OF THE MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR THE PAROCHIAL SCHOOLS WITH THE REGION II MEAN SCORES

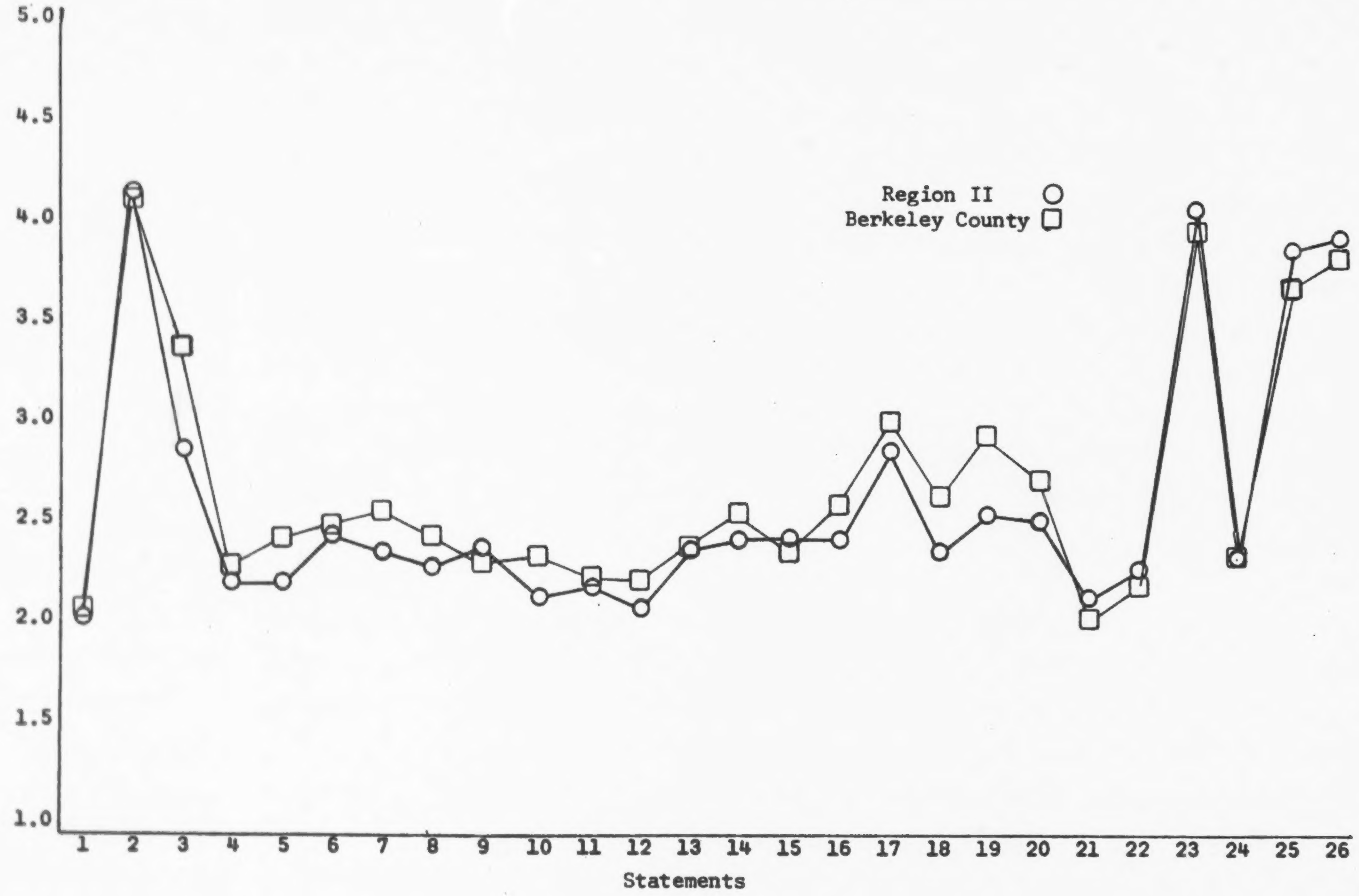

Figure 3

A COMPARISON OF THE MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR BERKELEY COUNTY WITH THE REGION II MEAN SCORE

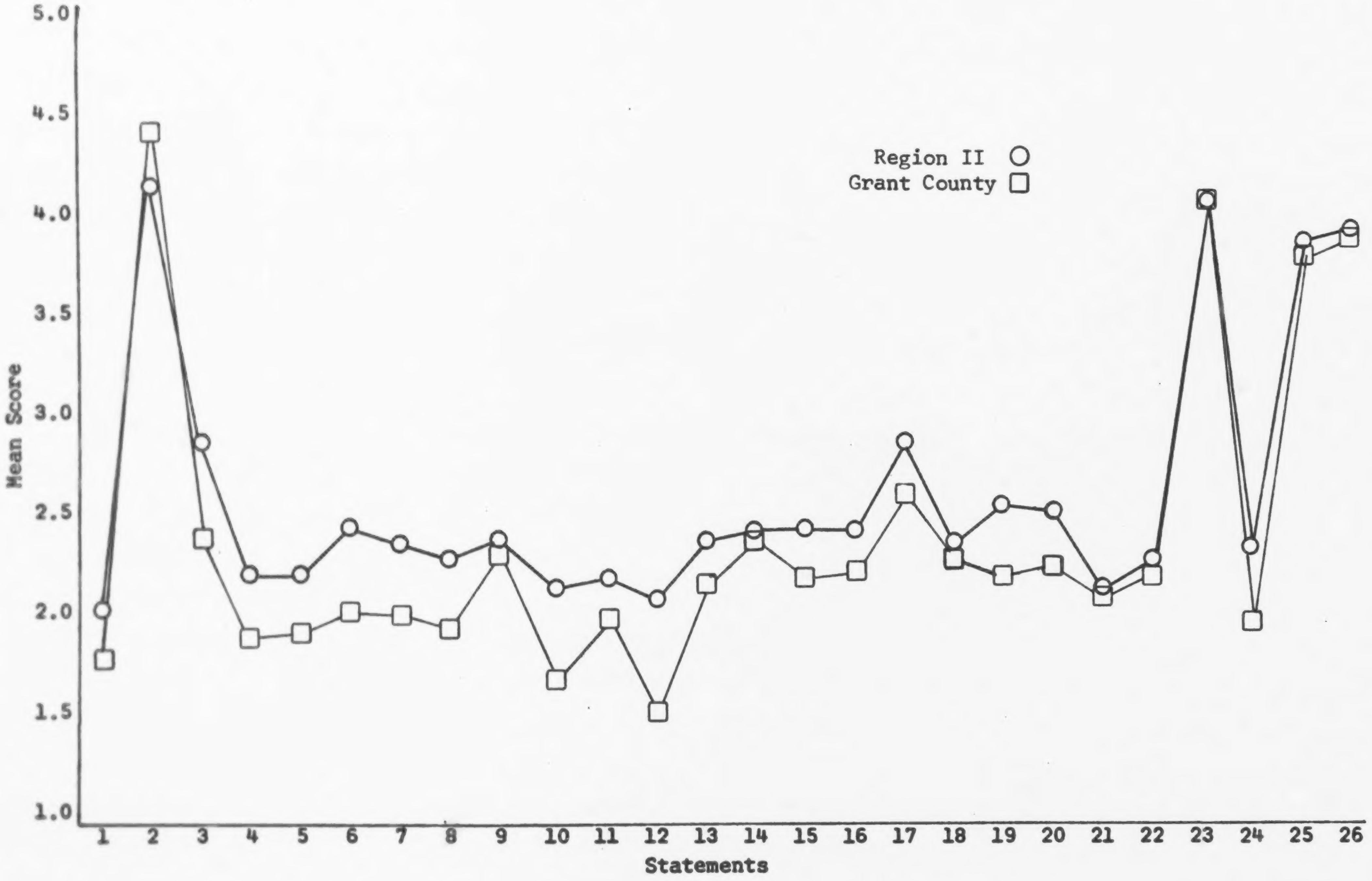

Figure 4

A COMPARISON OF THE MEAN TOTAL SCORES ON EACH STATEMENT
OF THE QUESTIONNAIRE FOR GRANT COUNTY WITH THE REGION II MEAN SCORE

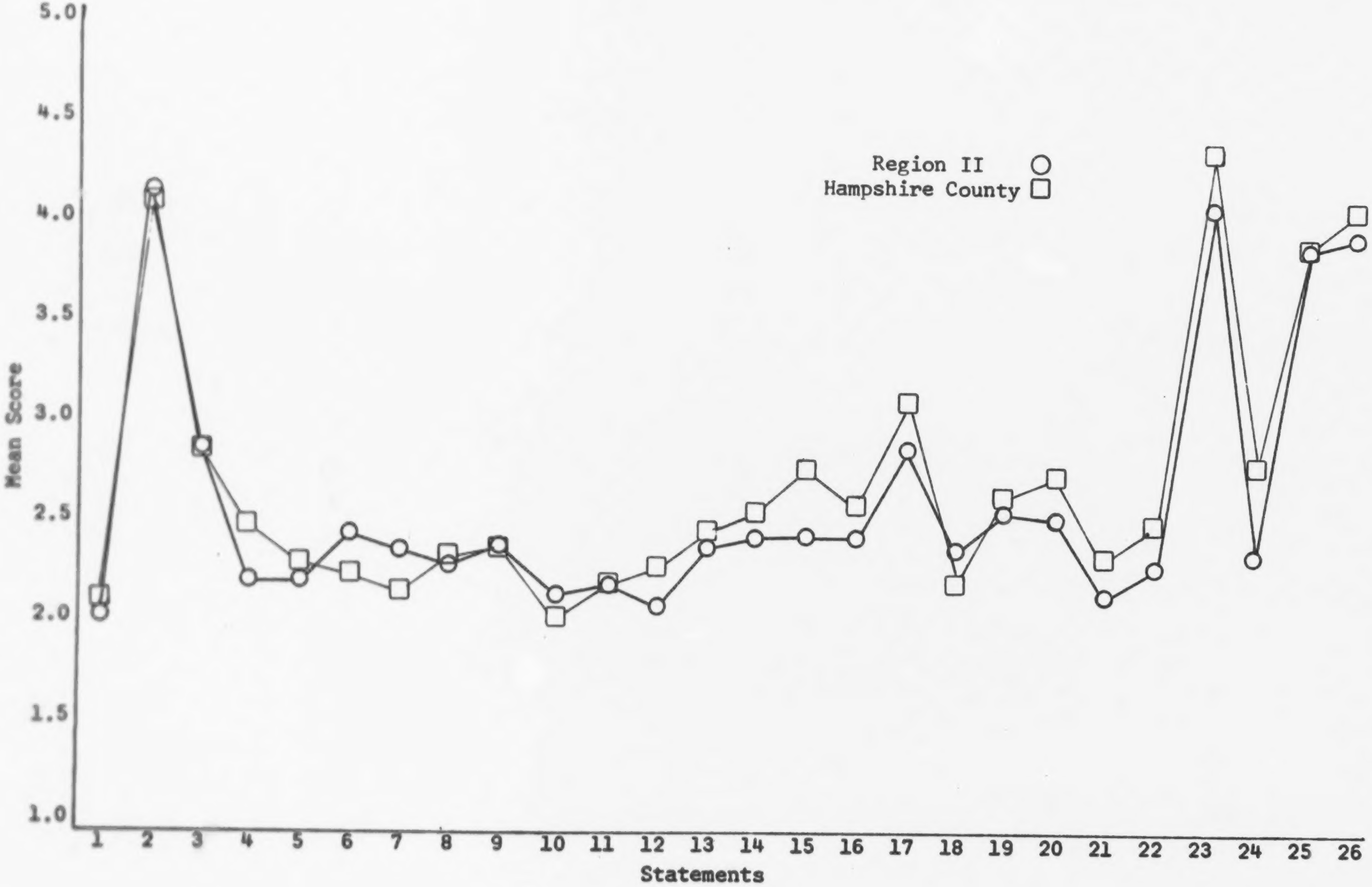

Figure 5

A COMPARISON OF MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR HAMPSHIRE COUNTY WITH THE REGION II MEAN SCORE

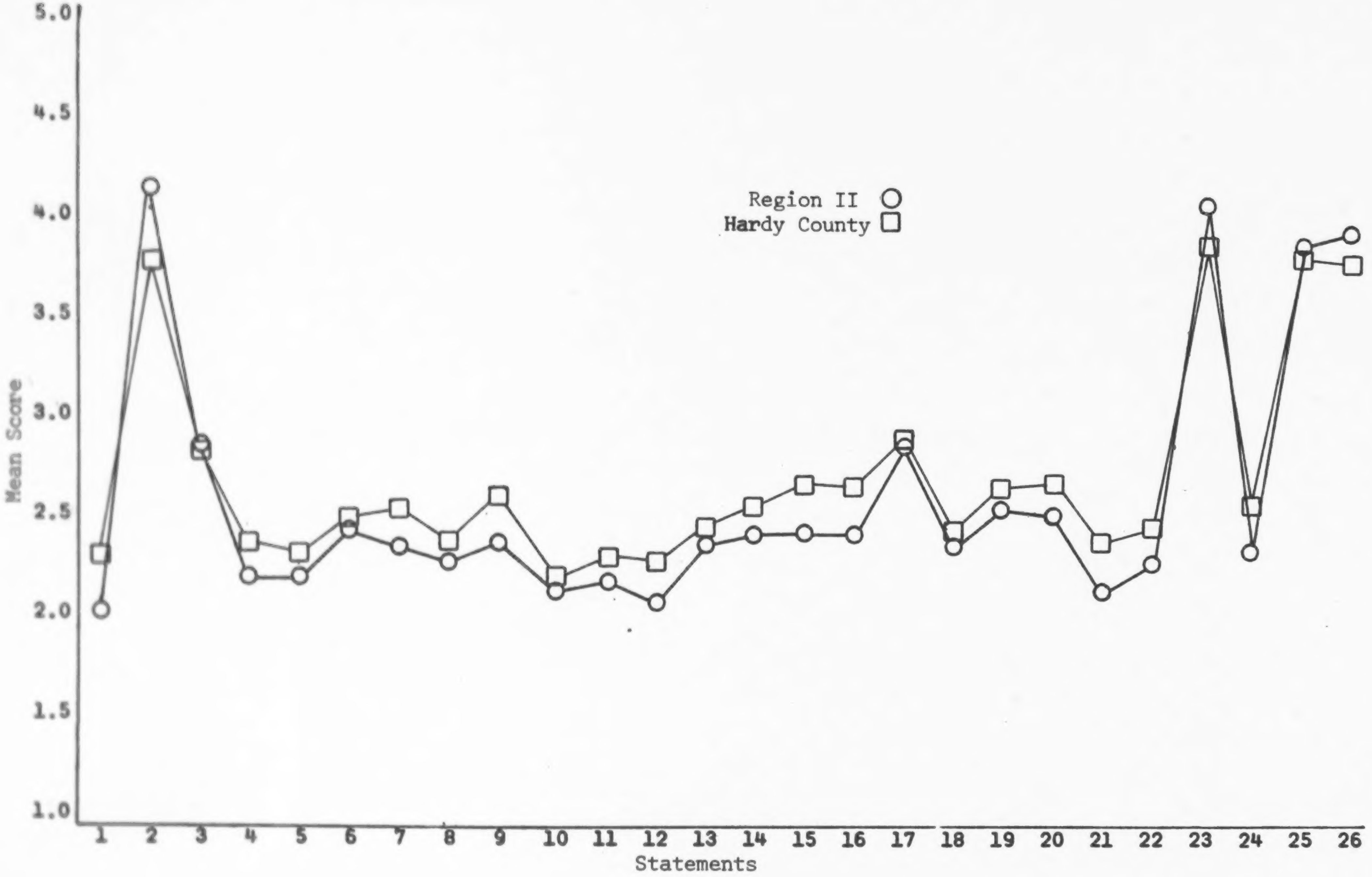

Figure 6

A COMPARISON OF THE MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR HARDY COUNTY WITH THE REGION II MEAN SCORE

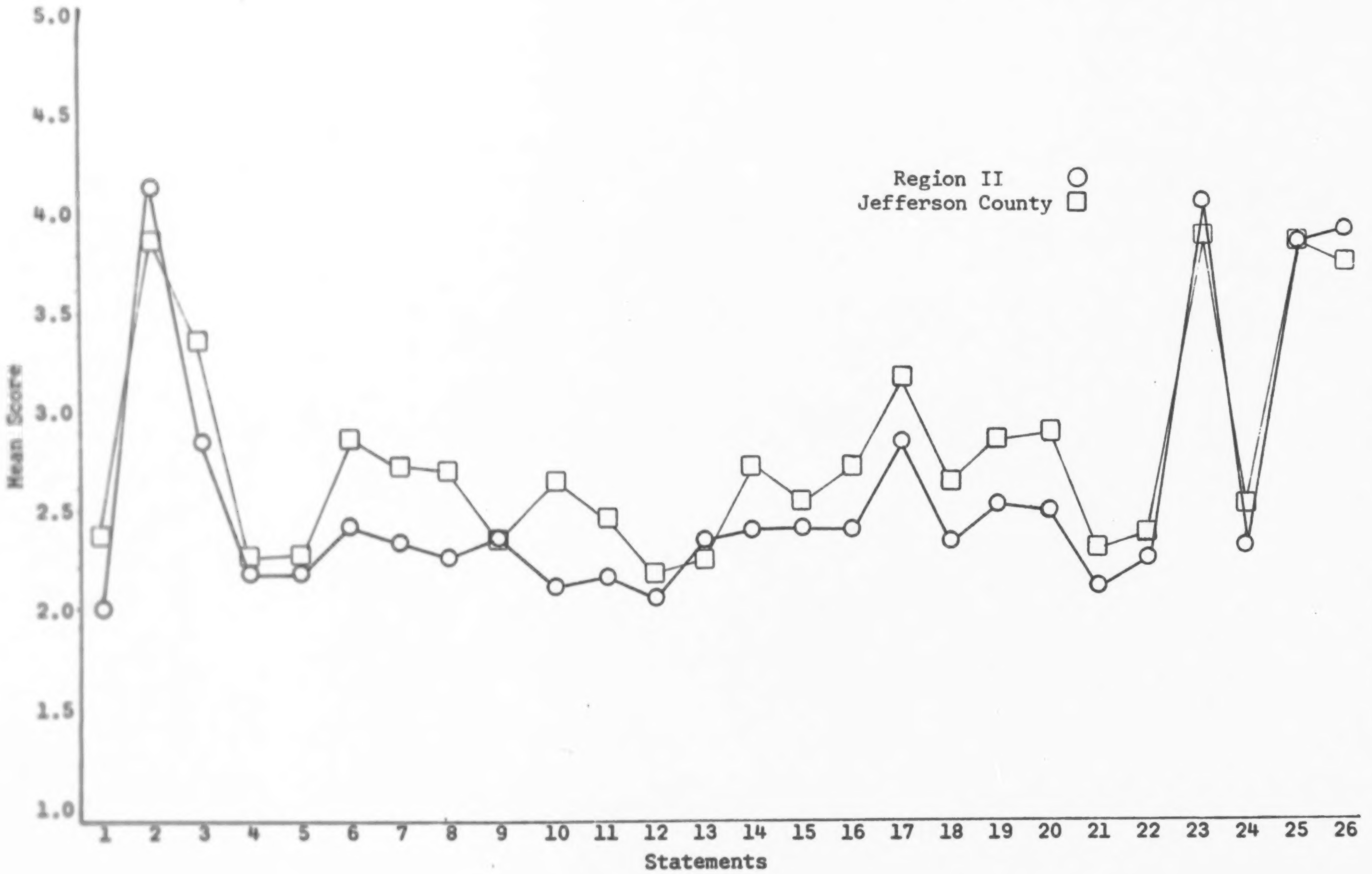

Figure 7

A COMPARISON OF THE MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR JEFFERSON COUNTY WITH THE REGION II MEAN SCORE

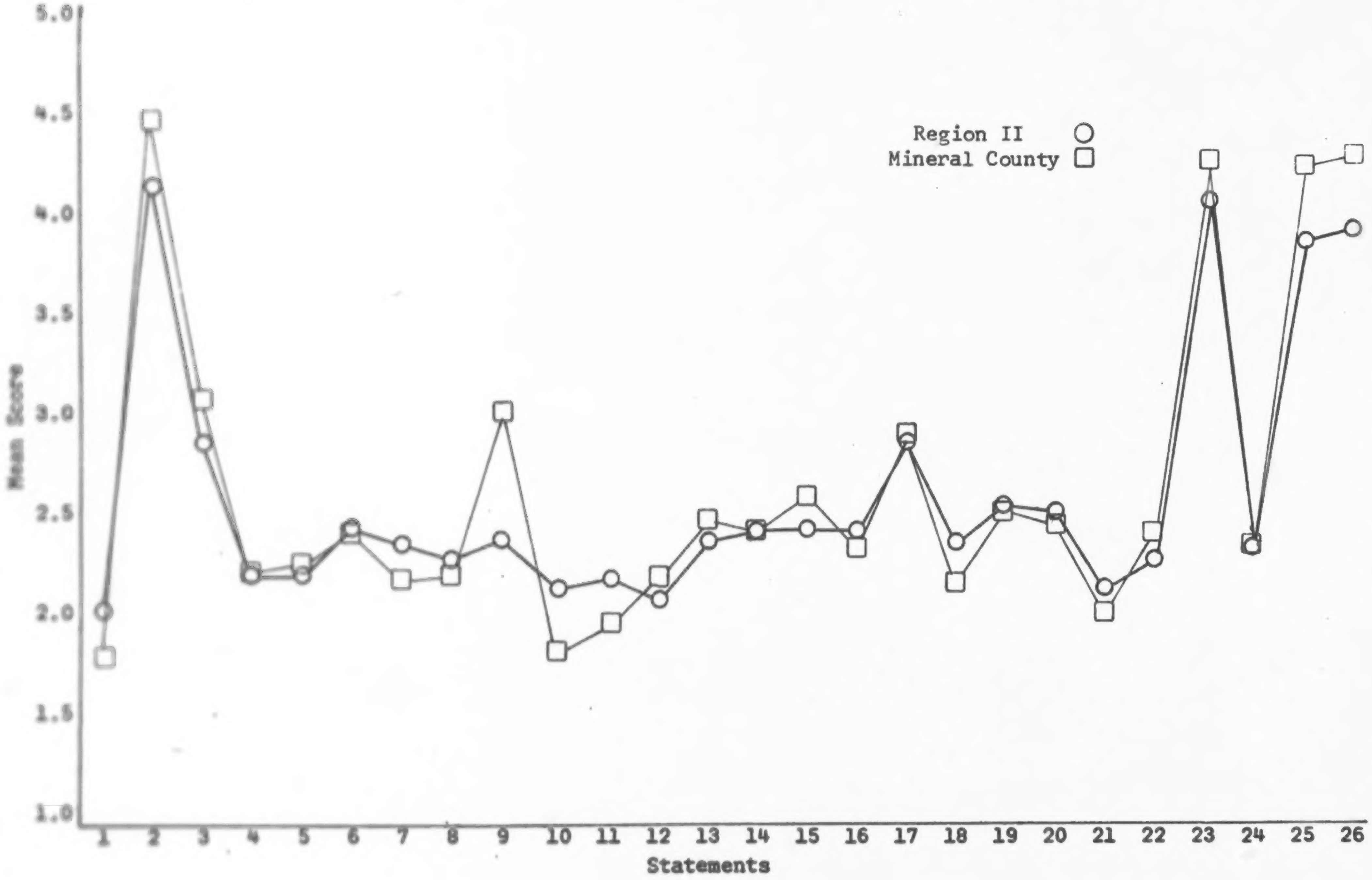

Figure 8

A COMPARISON OF MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR MINERAL COUNTY WITH THE REGION II MEAN SCORE

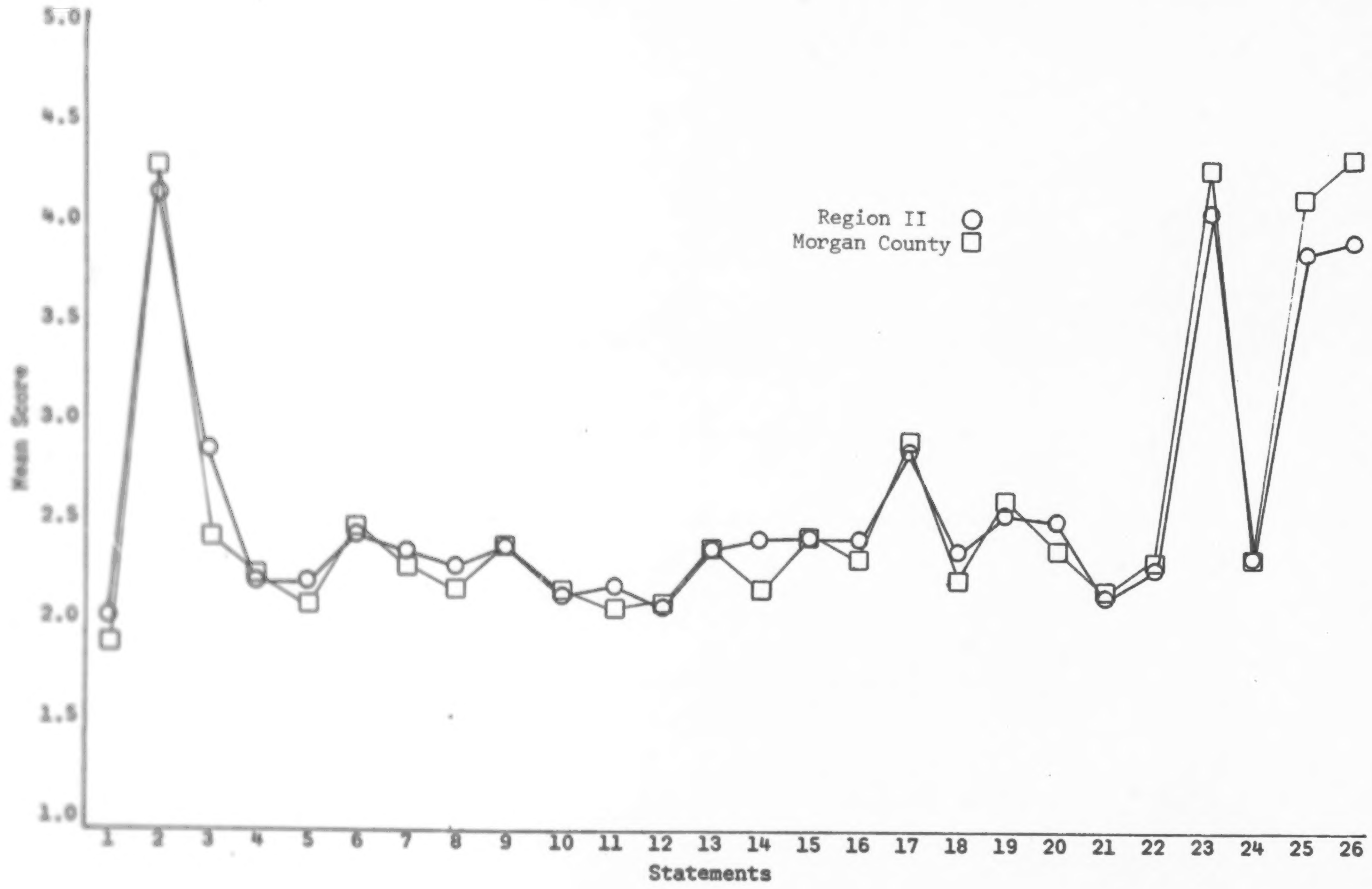

FIGURE 9

A COMPARISON OF MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR MORGAN COUNTY WITH REGION II MEAN SCORE

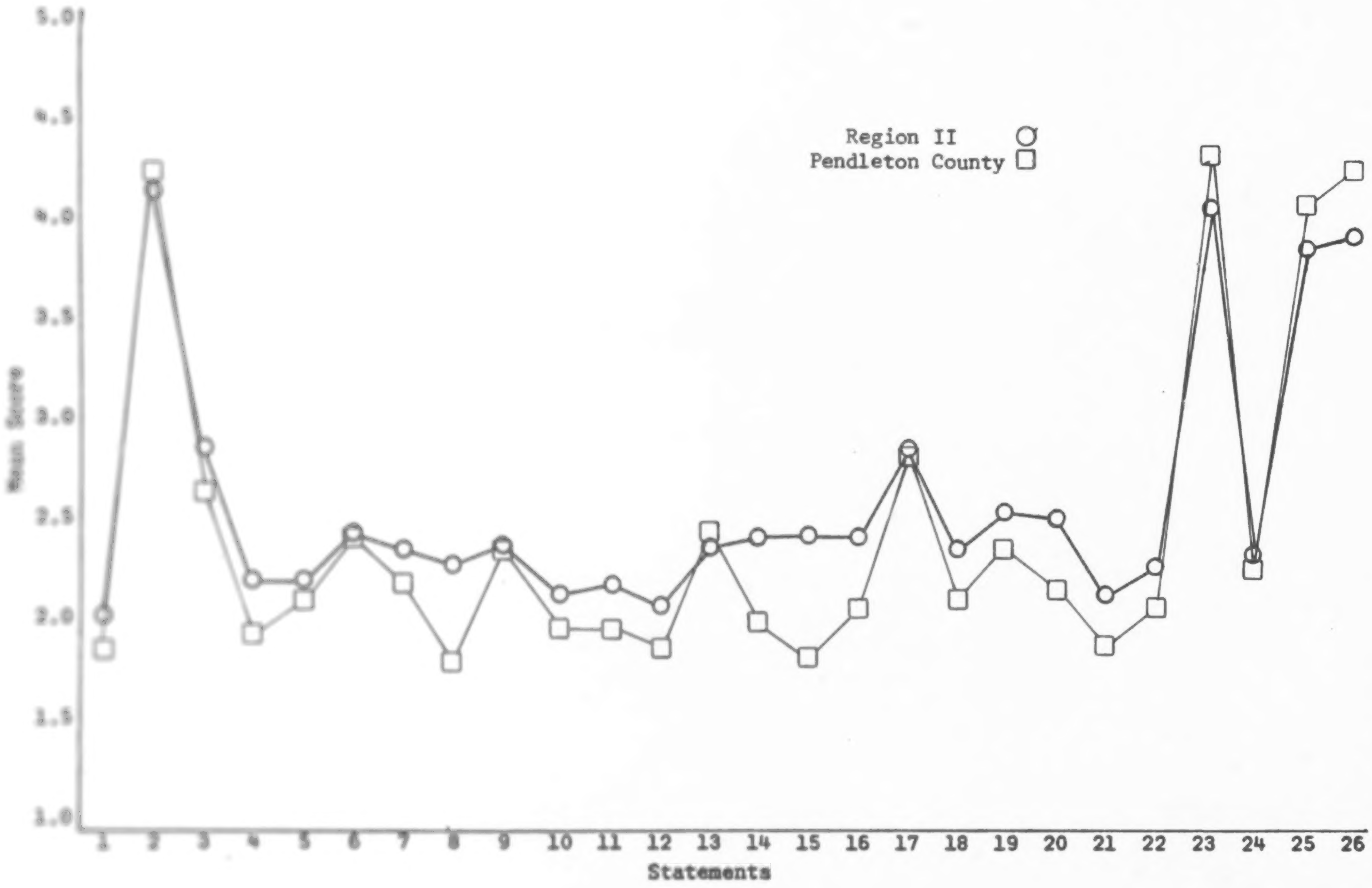

Figure 10

A COMPARISON OF MEAN TOTAL SCORES ON EACH STATEMENT OF THE QUESTIONNAIRE FOR PENDLETON COUNTY WITH THE REGION II MEAN SCORE